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ABSTRACT

Papers are presented on: (1) "Preliminary Findings of the Teacher Induction Studies" (Susan Barnes); (2) "Initial Problems of Beginning Teachers from the Perspective of the Higher Education Representative" (Larry B. Godley, Beverly Klug, and Donald R. Wilson); (3) "Support and Assistance Provided First Year Teachers" (A. Kenneth Stern, Sandra Wisely); (4) "Evaluation of the Entry-Year Assistance Program" (John Crawford, Maridyth McBee, and Patricia Watson); (5) "Congruence of Educators' Perceptions of Relative Importance of Teaching Competencies" (Katye Perry); (6) "An Assessment of Oklahoma's Entry Year Assistance Program: A Report to the Oklahoma Legislature" (Kenneth L. King); (7) "Teacher Consultants: How Do They Impact Upon Beginning Teachers?" (Martha Combs); (8) "Vocational Agriculture Entry-Year Teachers' and Entry-Year Assistance Committee Members' Perceptions of the Oklahoma Entry-Year Assistance Program (H.B. 1706)" (Jerry Barbee and Eddy Finley); (9) "Curriculum Exams in Teacher Education" (Kenneth Elsner and Odus Rice); (10) "Analysis of Oklahoma Teacher-Competency Exam Scores Correlated with the Examinee's Performance on Eight Academic Factors" (Milton W. Lehr and George W. Garrett); (11) "Characteristics of the Teacher Education Students at OSU Who Take the Oklahoma Teacher Certification Tests" (Steven K. Marks); (12) "Superintendents' Perceptions of Staff Development Effectiveness in Oklahoma" (Robert E. Ford); and (13) "Teacher Professional Identity and Job-Leaving Inclination in Oklahoma" (Kenneth H. McKinley and Mary Meritt). (CB)

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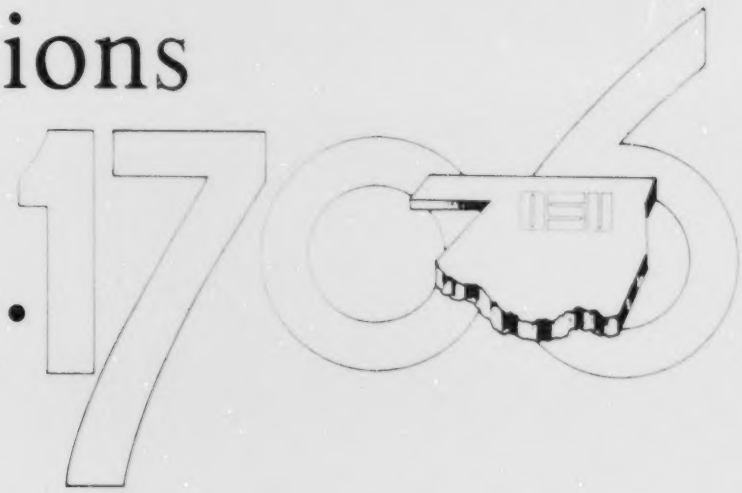
Proceedings of Oklahoma Education Research Symposium II:

Implications for H.B. 1706



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January 24, 1985

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Proceedings of the

OKLAHOMA EDUCATION RESEARCH SYMPOSIUM: II

Implications for H.B. 1706

January 24, 1985
Stillwater, Oklahoma

Edited by
Martha Combs
Oklahoma State University

Oklahoma State University

COLLEGE OF EDUCATION
Office of the Dean

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-6346

April 11, 1985

Ladies and Gentlemen:

RE: Oklahoma Education Research Symposium II

This is the second research symposium devoted to the evaluation and effect of education and teacher education reforms as a result of Oklahoma's H.B. 1706 and H.B. 1845 education reform legislation.

The first conference was funded by the State Department of Education, the University of Oklahoma's College of Education, and Oklahoma State University's College of Education. The University of Oklahoma took the lead in planning and coordinating the conference which was held in January of 1983, at the Continuing Education Center at the University of Oklahoma.

The second conference was funded by Oklahoma State Regents for Higher Education and the State Department of Education. Oklahoma State University took the responsibility for planning and coordinating the program for this conference.

Given the continuing pressure toward reform in education and teacher education, we believe this conference is of significant importance and we are pleased to have been able to assist in the conference. It is my personal hope that this conference can become an annual event, broader in scope including other relevant research being conducted at the colleges and schools of education in Oklahoma, which bears upon the improvement programs in teacher education and the improvement of education directly.

Thanks to all researchers and participants. Results when communicated can contribute importantly to the continuation of the education movement in Oklahoma.

Sincerely,

Donald W. Robinson, Dean
College of Education

jg

CENTENNIAL DECADE 1980 • 1990

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma
73105

April 5, 1985

Ladies and Gentlemen:

Re: Oklahoma Research Symposium II

I am very pleased that the Oklahoma State Regents for Higher Education could co-sponsor the Oklahoma Research Symposium conducted on January 24 in Stillwater, Oklahoma.

The State Regents and the staff are interested in forums provided for discussion of research projects and educational programs related to each area of House Bill 1706. The specific areas covered in the research reports and the ideas generated from the special interest and sharing sessions which are reflected in this compendium will be useful and certainly serve a worthwhile purpose. These published proceedings provide a comprehensive collection of statewide efforts to implement and study the effectiveness of various aspects of House Bill 1706.

It is my understanding that the Oklahoma Research Symposium II was a great success, and we would continue to encourage further symposiums in the future. Please accept my sincere congratulations.

Sincerely,

J. A. Leone
Chancellor

JAL/os

Oklahoma State Department of Education

2500 North Lincoln Boulevard • Oklahoma City, Oklahoma 73105-4599

JOHN M. FOLKS
Superintendent
LLOYD GRAHAM
Deputy Superintendent

April 5, 1985

Ladies and Gentlemen:

Re: Oklahoma Research Symposium II

Research is not only one of the major functions of higher education but it is the vehicle by which significant improvement in the teaching/learning processes are made. The section on research in the document, Investing in Oklahoma's Future, contains the following statement:

> "We need to know more about what contributes to excellent teaching, to effective schools, to productive learning. Educators--especially teachers--are encouraged to be doing and using research so that the needed knowledge and information is in their hands when it can make the most difference in the future of the students."

The State Department of Education and the State Regents for Higher Education have joined together to support the Oklahoma Education Research Symposium II and the publishing of the proceedings of this conference. It is our hope that this effort can make a signigicant contribution toward achieving excellence in Oklahoma education.

Sincerely,

John M. Folks

John M. Folks
State Superintendent

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NOTE:

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TABLE OF CONTENTS

REMARKS BY DR. DONALD W. ROBINSON, DEAN
COLLEGE OF EDUCATION, OKLAHOMA STATE UNIVERSITY i

REMARKS BY DR. JOE LEONE, CHANCELLOR
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION iii

REMARKS BY DR. JOHN FOLKS
STATE SUPERINTENDENT FOR PUBLIC INSTRUCTION v

PLANNING COMMITTEE vii

KEYNOTE ADDRESS
"PRELIMINARY FINDINGS OF THE TEACHER INDUCTION STUDIES" 1
SUSAN BARNES
TEXAS EDUCATION AGENCY

RESEARCH RELATED TO ENTRY-YEAR ASSISTANCE PROGRAMS 9
"INITIAL PROBLEMS OF BEGINNING TEACHERS FROM THE PERSPECTIVE OF THE HIGHER EDUCATION REPRESENTATIVE" 11
LARRY B. GODLEY, BEVERLY KLUG AND DONALD R. WILSON
SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

"SUPPORT AND ASSISTANCE PROVIDED FIRST YEAR TEACHERS". 19
A. KENNETH STERN, OKLAHOMA STATE UNIVERSITY
SANDRA WISELY, PUTNAM CITY PUBLIC SCHOOLS

"EVALUATION OF THE ENTRY-YEAR ASSISTANCE PROGRAM" 25
JOHN CRAWFORD, MARIDYTH MCBEE AND PATRICIA WATSON
OKLAHOMA CITY PUBLIC SCHOOLS

"CONGRUENCE OF EDUCATORS' PERCEPTIONS OF RELATIVE IMPORTANCE OF TEACHING COMPETENCIES". 33
KATYE PERRY, OKLAHOMA STATE UNIVERSITY

"AN ASSESSMENT OF OKLAHOMA'S ENTRY YEAR ASSISTANCE PROGRAM: A REPORT TO THE OKLAHOMA LEGISLATURE". 35
KENNETH L. KING, OKLAHOMA STATE UNIVERSITY

"TEACHER CONSULTANTS: HOW DO THEY IMPACT UPON BEGINNING TEACHERS?". 39
MARTHA COMBS, OKLAHOMA STATE UNIVERSITY

"VOCATIONAL AGRICULTURE ENTRY-YEAR TEACHERS' AND ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS' PERCEPTIONS OF THE OKLAHOMA ENTRY-YEAR ASSISTANCE PROGRAM (HB 1706)". 43
JERRY BARBEE AND EDDY FINLEY
OKLAHOMA STATE UNIVERSITY

RESEARCH RELATED TO OKLAHOMA TEACHER CERTIFICATION TESTS 55
"CURRICULUM EXAMS IN TEACHER EDUCATION" 57
KENNETH ELSNER AND ODUS RICE
CENTRAL STATE UNIVERSITY

"ANALYSIS OF OKLAHOMA TEACHER-COMPETENCY EXAM SCORES CORRELATED WITH THE EXAMINEE'S PERFORMANCE ON EIGHT ACADEMIC FACTORS". . . . 63
MILTON W. LEHR AND GEORGE W. GARRETT
NORTHWESTERN OKLAHOMA STATE UNIVERSITY

"CHARACTERISTICS OF THE TEACHER EDUCATION STUDENTS AT OSU WHO TAKE THE OKLAHOMA TEACHER CERTIFICATION TESTS" 65
STEVEN K. MARKS, OKLAHOMA STATE UNIVERSITY

RESEARCH RELATED TO STAFF DEVELOPMENT AND PROFESSIONAL CONCERNS 67
"SUPERINTENDENTS' PERCEPTIONS OF STAFF DEVELOPMENT EFFECTIVENESS IN OKLAHOMA" 69
ROBERT E. FORD, PUNCA CITY PUBLIC SCHOOLS

"TEACHER PROFESSIONAL IDENTITY AND JOB-LEAVING INCLINATION IN OKLAHOMA 71
KENNETH H. MCKINLEY, OKLAHOMA STATE UNIVERSITY
MARY MERITT, STILLWATER PUBLIC SCHOOLS

KEYNOTE ADDRESS

KEYNOTE ADDRESS

PRELIMINARY FINDINGS OF THE TEACHER INDUCTION STUDIES

Susan Barnes
Texas Education Agency

Greetings from Texas. Briefly, I'd like to tell you about the Research and Development Center for Teacher Education (R & D Center) at the University of Texas at Austin and how the study of the teacher induction programs came about. I will address questions about sample methodology and then preliminary findings. I say preliminary because we are approximately halfway through the analysis of the data. The final report should be completed by July.

Research in teacher education is the newest of the programs undertaken by the R & D Center. Three studies have been conducted that focus on clinical aspects of teacher education: (1) student teaching, (2) inservice with emphasis on effective teaching and finally (3) teacher induction programs.

We are using the term induction as a more generic term for the first year of teaching. I will use the term new teacher to mean a first year person in the classroom. For members of the committee that support or assist the new teacher you have a particular term in Oklahoma, Entry Year Assistance Committee, but I will use terms that seem to be more widely used throughout the country. For the helping teacher, the teacher consultant, the peer teacher or the mentor teacher, I'll use the term peer teacher because that seems to be most common. A building-level administrator is usually a member of the committee. Often this person is the principal and generally the teacher's supervisor on the school campus. Finally, I will use the term other educator, an additional role or position on the committee that is very common to induction programs. The other educator often is a district level supervisor or coordinator, a support staff member on the school campus, or a college educator.

The purpose of our study was to look at teacher induction policies of state legislatures to see how those policies were enacted and how the policy impacted upon the beginning teacher. What we were not looking at were all the problems, all the concerns, all the rites of passage of new teachers. It wasn't a study of new teachers. It was a study of policy and of practice which might make a difference.

After much discussion concerning the sample size, we decided that our five researchers assigned to the project could effectively look at two states. We chose two states that seemed to represent trends in the induction program movement.

Teacher induction programs typically have a variety of components. Often new teachers do not receive certification until they have successfully completed the specified program. Usually there is support in some fashion, either through a team or additonal training at a college. At least seventeen states are in some manner implementing, planning, looking at some type of induction program. Most of the states are also looking at increased competency testing. Some states are moving in the direction of helping that new teacher become a more effective teacher as quickly as possible.

For this study two states were chosen. Within those two states we contacted professional organizations and people who worked at institutions of higher education. Some states across the country would call and ask about another state's program or particular districts within a state. From a wide variety of sources we received lists of school districts within the two states that had reputations of being effective.

Within the districts, we contacted the district staff members and asked them to nominate schools. We wanted to have one elementary school and one secondary school in each district. We also had hoped to have two elementary teachers and two secondary teachers participating in the program from each school identified.

When the researchers met the real world the design fell apart because a lot of schools did not have two new teachers. So instead of having two new teachers in one elementary school, we had one new teacher in one elementary school and another new teacher in another elementary school.

We found, not surprisingly, that there were many districts that waited to hire beginning teachers. This was true not only in this state but in the other state as well. In fact, the other state was where we had the most difficulty. The only perfect district for our design was in this state. In the other state, principals were definitely avoiding the hiring of new teachers probably to avoid the program because in state number two the program was extensive and very time-consuming.

The participants in both states had support teams. The composition of the committees or teams was parallel. Each had a beginning teacher, a peer teacher, a building-level administrator and an other educator.

The beginning teachers had typically gone straight through school, were about twenty-two or twenty-three years old and going into their first jobs. We did include a wide range of subject matter which makes this a little different than other studies that have been done [for example Physical Education, Band, Specific Learning Disabilities, Mathematics, Reading, English, Drama]. We did want to see how those classrooms compared across all subjects using the instrument that we were going to use for observation.

We ended up with sixteen new teachers, eight in each state. All of us were aware that this was a fairly small number but when you add to that fifteen each of the peer teachers, building-level administrators and other educators, we worked with seventy-five people. One committee did not participate. We had a district representative who was an informant in each district and a state representative in each state. There were seventy-nine people interviewed who answered questionnaires, etc. When you bring in all the people who were working with that new teacher, you've got a fairly large group.

Briefly I'd like to go over the instrumentation we used. At the first of the year we tried to observe the new teacher orientations. We felt that this was very important. We weren't able to attend all the staff development sessions. You can imagine the number of training sessions that peer teachers, building-level administrators or new teachers attended. As we were in town to make observations or to conduct interviews, if something occurred while we were there we tried to observe that activity.

New teachers were interviewed five to six times, other participants varying numbers of times. New teachers were observed in their classrooms for about six hours. We also observed the peer teachers just to have an idea if they were very different from the new teachers. In many cases, the peer teacher was the only other teacher we had in the same school so it gave us a way to get a sense of the school. We wanted to at least have another classroom where we could get a feel for the students and school climate.

New teachers, peer teachers and district staff members also kept journals for us. We asked them specifically to make a daily journal entry during the first three weeks of school. We had some guiding questions that focused mainly on the program, such as; "How did the program affect you today?", "Did you attend anything?" or "Did you work with your peer teacher?" We asked them also to make some general evaluative statements about the activities.

Several other instruments were utilized to collect a variety of data. Hunt's Paragraph Completion, which is a conceptual level test, was given to new teachers. The literature says that in some cases as student teachers and beginning teachers enter the classroom their conceptual levels actually recess a bit. This may also occur if there is a mismatch with a helping person. If the new teacher really needs a lot of direction but is working with a peer teacher who is a very abstract, conceptual, creative person, they may not even be communicating with each other.

The new teachers and peer teachers also were administered the Stages of Concern Questionnaire. Usually, when people meet an innovation they progress through stages of dealing with that innovation. Often they begin by being concerned about how the innovation affects them. After they get over that they worry about managing the task. Finally they get to the stage of considering the actual impact of the innovation on the students. The new teacher was teaching in his/her own classroom for the first time. We were looking to see how he/she dealt with the innovation, which was in this case the classroom situation. The peer teachers in most cases were in new roles themselves so we were looking at their feelings of being peer teachers, which is something that most of them had not been before.

The empathy construct we utilized is simply a measure of empathy based on a study completed earlier at the R & D Center. Empathy was the only predictor for successful student teaching ratings in the student teaching study that was conducted. In other words, those student teachers who were very empathetic tended to get higher ratings from everybody on critera identified for success in student teaching during an earlier study. We wanted to see if that held up here for new teachers.

Finally, the Teacher Work Life Inventory is a measure of a person's attitude toward the work place. It has statements like "I feel comfortable working with my colleagues" and "Resources that I need are available," to which the new teachers responded.

Today I will discuss only preliminary findings from the first portion of the data I described earlier , the qualitative look at the new teachers and their teams. We're analyzing each committee as a case study so there are sixteen case studies. We're combining qualitative and quantitative methodology and I think it will make for a stronger study.

In order to develop some sort of inter-rater reliability, we trained on the same case. We have a case book that flows with the research purposes, matches the features of the programs and in that we go through every piece of data and code it into that booklet. We code it as a group, the same case, and then check perceptions. The cases will be compared for reliability as we go through. We are trying to control somewhat for the bias that you or I might bring to the reading of the materials.

Some features of the two induction programs are different. Most of you are familiar with your own program. I would really like to spend time explaining the second program. I think that you will see some very important differences in addition to the similarities.

In some of your publications the stated purpose of the Entry Year Assistance Program is to establish qualifications of the teacher; to ensure that the education of children is provided by teachers of demonstrated ability. That's basically the stated purpose.

The stated purpose in the other state, state number two, is to increase student learning by providing a set of supervised support services for teachers in the first year. Now there are some differences right there. State Two very carefully built their program on a particular set of literature, the effective teaching literature. It's carefully reflected in the instrument used for observation and evaluation and comes from that view of teaching.

An unstated purpose, but the perceived purpose of both programs by virtually everyone in the field was "to weed out teachers." One purpose had been stated on paper, but the people in the field were definitely perceiving another purpose. Both programs were perceived as attempting to weed out the incompetent teachers.

Certification rests on successful completion of the program, therefore we are saying that essentially induction programs are evaluative programs. There is an assessment component in both of them. There is also an assistance component in both of them. The program here in Oklahoma has a much heavier assistance component then the other state. The other state is heavily assessment. A lot of the development, a lot of the resources and most of the training in the other state deals with being able to use the assessment instrument. If you look at the time involved in training and the resources allocated by the other state, it is most apparent that the program is heavily geared toward assessment. So these two states were chosen because they represent such striking differences.

As far as implementation goes, Oklahoma has a more standard plan. In the other state, each district writes its own plan within certain guidelines and there is a lot of local variation. In Oklahoma you have a representative of higher education, while in the other state, the other educator could be from higher education but our experience showed that more often this person was from the same school campus. The reasons for this choice often seemed to be scheduling problems, or the desire to move away from the college to the everyday life of the school. Now whether that's correct or not, that's the perception that was operative. In some cases, every person on the evaluation or the support team from the other state was locally campus-based. I think that is important to remember. In other cases a central office staff member, perhaps the coordinator of mathematics, would be the other educator. In one case, with a P.E. teacher, the music coordinator was the other educator. That's an important difference that we'll come back and address a little later.

The other state also allows for choice of instrumentation. Districts may choose any instrument or any set of instruments that district would like to use, as long as they do have to fulfill the law by providing reliability and validity data to the state. During the first year of instrumentation, when we were in fact conducting the study and gathering data seventeen districts had chosen other instruments to use. Now, except for one, they have all adopted the state instrument. Essentially the other state now has a statewide instrument but not by original intent. One county is continuing to use it's own instrument and that is largely because the county had begun development of the instrument prior to the law. The county had spent a lot of money on it and had the reliability and validity data which supported the instrument.

The other state is looking for the new teacher to demonstrate twenty-four generic competencies which were passed by the state legislature. The compentencies were passed and a deadline was given for implementation. The observation instruments available had not been developed to match the generic competencies. The identified compentencies do not necessarily match the evaluation or observation instruments that are currently in use throughout the state. The whole idea of the generic compentencies is not necessarily understood by the committee members. One of the building-level administrators continually referred to the genetic competencies.

There are some additional difference between the two states. Oklahoma has instituted a stipend, relese time and a requirement for time spent with the new teachers. In the other state, that is not true. In the other state basically anybody can serve as the other educator, where as in Oklahoma it must be an educator from a college. The other state has extensive programs of training for virtually everyone because now they are now reaching reliability on the use of the observation instruments. They have criterion tapes on which ovservers re trained until 80% agreement is reached with an expert rater. During the first year of implementation, the year that data were being collected for this study, reliability had been achieved only down to the district level.

Other states are now implementing support teams which are very, very similar in makeup to the two states in this study. Oklahoma has a strong higher education component. There are very few states where this is happening. Oregon has a plan that was proposd this past summer which also has a higher education component. Most of the other states do not. Oklahoma may be one of the flagships in this respect. If you can continue and it seems effective you may be holding onto something for higher education that other states have not yet recognized.

QUESTION/ANSWER PERIOD

Question: In the other state, you said that in the field they perceived the intent of the process to be the weeding out of incompetent teachers. How many new teachers did they have in the other state and how many were denied certification?

Barnes: I don't have the figures on everyone who has been through their program. No one in our sample was denied certification and only in one case was there even discussion of this person possibly not being certified and that was only by the peer teacher. The other two people on the committee disagreed with her and in fact removed her from any further observations in the classroom. The numbers that are being denied certificates are not large. The stated purpose is not necessarily to weed out, it's the perception of the teachers in the field that it is. So there is a difference that I think we have to keep in mind.

Both of the states require basically the same process. There may be slight differences in number but both require observation, feedback, meeting timelines to turn in materials and papers, a remediation plan if it's necessary, conferencing, some type of summative evaluation and a recommendation for either certification or noncertification. Those things are very similar. They are more alike than they are different.

In the other state I would say that very definitely the instrument in some way drives the program. The instrument is used as a tally sheet. The observer tallies the number of effective behaviors, numbers of ineffective behaviors, then those are added up and given some guidelines for interpretation. Remediation is planned on the basis of observation.

The instrument is very specific, behaviorally specific. For example, "Starts a new topic without summary of previous topic." That's considered to be an ineffective behavior. "Reviews at the end of the lesson," "Begins classwork promptly," and "Prevents interruptions to the lesson flow." These are specific observable behaviors.

The other state is at the level now of norming the frequency with which one should exhibit the effective behaviors. The state is moving toward establishing cut-off scores for the instruments.

There is a potential for problems in the interpretation of teacher behavior in the other state. As an example, specific learning disability teachers in one district are required to use the Distar Curriculum. Most of you are probably aware that it is a very structured process, not at all uncommon in some of the more structured classrooms and specifically in those classes where resource students need extra help. When the county coordinator for special education (who incidentially is not part of the committee) came in and observed the new teacher was implementing the curriculum as she was supposed to. When the other educator came in to observe the new teacher was marked as ineffective because she was allowing choral responses. Choral responses are part of the Distar program. The new teacher was caught in a dilemma. She was being pressed from both ends. We asked how she coped with the situation. She said, "When one is in, we have choral responses and when the other is here, we don't." A very human reaction when one is trying to do what is expected. That's what I mean when I say that the instrument is driving the program. In our perception the instrument is based upon a particular view of teaching. It is used for all levels, pre-K through 12th grade, and all subject areas, which causes some concern.

You have raised a question about assistance and assessment, essentially. As we move from the state level to school level the focus shifts from program design to the beginning teachers needs. There was no longer the sense that the program was mainly the assessment component. When the focus was upon the new teacher, providing assistance was the major concern.

There will be situations which will affect the implementation. We had an example in the other state, so I'll share it with you. The beginnng teacher had four preparations, she was also running the computer lab. One of her preparations was a gifted and talented class. She was also a floater. She was teaching advanced science, but had no lab equipment. She had no tables in the science room where she was supposed to have lab a certain percentage of the day. The situation surrounding that new teacher was almost unbearable and she felt it. She was totally and completely frustrated. She was the most vocally critical of the program. Now why? Largely because the program was not intended, never intended and certainly not geared up to help her in that particular situation. She had four preparations in four different subject areas. Her peer teacher was in one subject area. In the other subjects she had no one to go to or did not feel that she could go to anyone else. She asked che principal for help. He was definitely a manager and not necessarily one to go out and pull in people to help her. He worked very hard, going about it in the way that he understood help was needed, but the teacher remained totally and completely frustrated. She said she would not teach again. She had a very difficult assignment. In this case, the program wasn't dealing with that assignment. I don't think that it could be expected to, based upon the way it was designed. I think that some revisions were needed for that particular situation. Any other questions?

Question: You made the comment that one of the stated objectives in the other state was to produce teachers who were more competent in promoting student learning. Do they have any plans or are they in the process of comparing the group of teachers that go through this program with another group, to see if in fact student learning is effected?

Barnes: I don't know if they have a control group or not but they definitely are following up on students' achievement scores. I don't know about the control group situation. Who would be the control group?

In the other state no one would hire new teachers at first. The principals would hire teachers who would move from out-of-state or those who were certified and had been at home or working out of teaching. New teachers couldn't get hired. The colleges then went back to the legislature and presented the problem for the new graduates. The legislature, in it's infinite wisdom, said that every teacher new to the state, regardless of number of years of experience would go through the beginning teacher program. That put a real strain on the program because now

we've got teachers with five years of experience in another state going through the beginning teacher program. Now they've got a process where experienced teachers would be observed once and if they exhibited all the competencies they would be exempted from the program. Each teacher must still pass the 24 generic competencies enacted by the legislature.

Let me deal a little bit with unanticipated outcomes of the program. Basically I think the stated purposes especially in Oklahoma have been accomplished. You do have an idea of whether teachers exhibiting certain characteristics. We don't really know in the other state whether they've raised the student scores or not. That remains to be seen.

Problems? There are still some problems. There seems to be more variation within a specific school district then there is between the two state programs. In other words, in the district we'll have one person who understands the program and works really hard and next door is a person who just can't stand the program and just files the papers away.

Good things. In the other state the accrediation of all the teacher education institutions will now hinge at least partially, on the success of their graduates in the program. If 95% of their graduates do not successfully complete the program, those responsible for accreditation will go back and look at each teacher individually to see why the person was unsuccessful, where remediation should have been provided, and what the problem was.

The whole sense of professionalism has increased. Training is changing attitudes of some administrators and helping them to feel more comfortable with supervision.

One of the unaddressed needs was the first days of school. Virtually both programs ignored the needs of the beginning teachers during the first days of school. Planning hour by hour, minute by minute was what those new teachers could have been doing. We in fact talked to new teachers who said, "I sat around here Friday and I had this whole day in my room and I just didn't know what to do."

Another problem was peer teacher/new teacher mismatch. We did have some of those. We found that if the peer teacher was not in the same field, the relationship was almost useless to the new teacher. In addition, the teachers were not accessible to each other.

Peer teachers continually worried about being too much of an influence on the new teacher, wanting the teacher to discover her/his own style while the new teacher was willing to take any idea or help. We finally decided that in reality the new teacher had no idea about the way in which all of the pieces of teaching should fit together. The new teachers would use any ideas they could get, adapting them, discarding them later perhaps, but at least they had something off of which to bounce ideas. Finally, the peer teachers seemed to accept that they were a reference book for teaching practice for the new teacher and that was probably their most valuable contribution.

Finally, there is a definite concern for the reliability of the observations and the validity of the judgements that are made. New teachers never said a word about that. The only people who were worried about it were the administrators Some administrators were afraid they were going to face court cases. We sensed very definitely that a borderline teacher would be more likely to be certified than not.

That covers a lot of information. I've probably used more time than I should have but it was a fairly indepth study and a fairly intensive one. We invite you to write for a copy of the final report at cost. It should be ready for distribution in July. Any last questions that you would like to throw out?

Question: I was wondering if the report will identify the second state. There is a lot of information in there and a lot of things that people could watch and become more knowledable about.

Barnes: When we go into a state or a district, we always promise anonymity and many of the new teachers were very afraid of being identified. They would ask us, "Is anybody going to know that I said this?" especially if it was a critical remark. We really do our best to protect that anonymity.

Question: Does the awarding of certification at the end of the first year create any special problems?

Barnes: I think that you'll find or we found that there was a commonality in the issues and concerns between all the literature on student teaching, relationships with cooperating teachers, and the induction year. When certification is the end goal of the first year of teaching you are doing the same thing as the states that are certifying at the end of student teaching. The peer teacher and the cooperating teacher, in many ways, perform the same roles. The new teachers may be in their own classrooms but they are still depending on peer teachers for the same kind of help that came from cooperating teachers. In fact, two of our new teachers were matched with people who had been their cooperating teachers and they were in the same school. That relationship was very interesting to watch because they were essentially in their second year of student teaching.

Question: Was there any one thing that came out of your observations in Oklahoma about the potential effectiveness or ineffectiveness of the program.

Barnes: Probably the touchiest thing would be the instrument. I don't think that it is matched to your purpose well. The instrument to me is fairly open-ended. There is a lot of room for describing what you are seeing rather than measuring a floor. If one is measuring a floor, or minimum competencies, which is basically your stated purpose, then a checklist is usually more appropriate. If you want to make discriminations between teachers and appropriateness of activity toward student needs, which is the purpose of the other state, then you need an instrument like Oklahoma has I would use your instrument for making decisions on master teachers, merit pay, or career ladders. I would take the other states' instrument, if I were going to make decisions on minimum competency levels. I would not take their instrument as they are doing and use it for their merit teacher decisions. Their teachers are very upset about that because the instrument was sold as a beginning teacher floor. Now they are using it to make fine distinctions between their best teachers with the instrument. I think instrument appropriateness is an issue that needs to be addressed.

Question: Did the new teachers in the other state have an opportunity to look at the instrument?

Barnes: Yes, definitely. In fact, the instrument is now used in most of the colleges for student teaching.

Question: So they could have an opportunity to prepare?

Barnes: That's right. The instrument is built basically on the direct teaching model, straight out of effective teaching research. It's not at all uncommon.

Question: In what year did your study take place in relation to the number of years that each program had been implemented.

Barnes: First year in both cases, which speaks to the fact that some of the participants did not know what was going on and we were really aware of that. The other state has such a complex program. The handbook that goes with it is about four-inches thick and we found that between one-fourth or one-fifth of the new teachers had not even cracked the book in October becuse they didn't have the time and were overwhelmed by it.

Question: Did your sample include minorities?

Barnes: Yes, I believe one peer teacher was black, but there were no hispanics, no Asians.

Question: Were any of the new teachers minority . . .?

Barnes: Yes, three of the new teachers were black, but no Hispanics. I'm not sure about the other educators since I didn't meet all of them and I don't have all those figures in my head.

RESEARCH RELATED

TO

ENTRY-YEAR ASSISTANCE PROGRAMS

INITIAL PROBLEMS OF BEGINNING TEACHERS FROM THE PERSPECTIVE OF THE HIGHER EDUCATION REPRESENTATIVE

Authors: Dr. Larry Godley
Dr. Beverly Klug
Dr. Don Wilson
Southwestern Oklahoma State University

Teaching is indeed an art- a very high art- involving creativity, imagination, intelligence, concern for students, understanding of the nature of the learning process, knowledge of the subject matter taught, and ability to communicate that knowledge as well as originality (as noted) by William James. Like other arts it requires talents and skills not easily transmitted from one individual to another. But in today's world, teaching is also a profession. (Woodring, 1983)

Introduction

Many states have been moving toward reform in teacher education "because the public sees the training of teachers both as a partial explanation of the problems in the schools and a potential solution (Gideonese, 1984, p.206). "These reforms have consisted in the main of efforts to assess the prospective and/or inservice teachers' competencies with regard to education (Gideonese, 1984). However, tests in and of themselves do not provide the total answer for increasing the professionalism of those involved in education. As Gideonese (1984) points out, "they will merely deny access to those less than minimally qualified- a necessary, but hardly a sufficient, goal (p.2)."

Since June, 1980, Oklahoma has been engaged in an innovative program designed to increase the caliber of those in education at all levels: preservice, inservice, and at the university level. The passage of the Oklahoma Education Act or HB 1706, as it is commonly referred to, as a comprehensive piece of legislation by the Oklahoma Legislature provided changes in the areas of "teacher education programs, certification, and staff development" (King, 1984, p.2). One of the provisions brought about by HB 1706 called for comprehensive exams to be administered to prospective teachers in the areas in which they desired certification. Another important aspect of this legislation was the development of the Entry-Year Assistance Program which has as its aim the goal of providing guidance and assistance to the entry-year (first year) teacher (King, 1984).

In the Entry-Year Assistance Program, each beginning teacher is assigned an Entry-Year Assistance Committee consisting of a teacher consultant and school administrator, as well as a representative from higher education. At least one of the members of the committee must possess expertise and experience in the teaching field of the entry-year teacher (King, 1984). The Entry-Year Committee is then responsible for the supervision and evaluation of the entry-year teacher. The members will decide as a committee at the completion of the academic year if the entry-year teacher should be eligible for teacher certification in the State of Oklahoma. The alternative to certification is the extension of the Entry-Year Assistance Program to the individual for an additional year after which period the teacher may or may not be granted certification, dependent upon the recommendation of the committee. If certification is not granted at this time, the teacher will not be permitted additional entry into the teaching field.

It is against this background that the present study was undertaken in order to determine precisely what areas the entry-year teachers have difficulties in order to be able to provide them with greater assistance in these areas. For in order to carry out the duties of the Entry-Year Assistance Program efficiently and effectively, the committee members need to be well-versed in problem areas. In this way solutions to these problems can be determined and how best to provide aid to beginning teachers.

Literature Review

Gage and colleagues (1978) analyzed the results of four studies (Jere Brophy and Carolyn Evertson, 1974; Frederick McDonald and Patricia Elias, 1976; Robert Soar, 1973; and Jane Stallings and David Kaskowitz, 1974) which focused on teacher variables that correlated highly with pupil achievement in reading. From this analysis they developed a list of "teacher-should" statements which correlate with the findings of other studies in this area. The following elements of teacher behavior are derived from the "teacher-should" statements: they should have a system of rules; move around the room monitoring student work, communicating with students, and attending to student academic needs; insure that assignments are interesting, worthwhile, and easy enough for completion; keep to a minimum activities in giving directions and organizing the class for instruction; call the student by name before giving questions and vary those called upon for answers; rephrase questions when necessary; and provide maximal feedback to students (Gage, 1974).

Student teaching has been commonly viewed as the culminating point of a teacher education program, and competency as a teacher determined by graduation from the institution engaged in teacher preparation (Davis and Zaret, 1984). However, in examining these elements from "teacher-should" statements, it is easy to see that while they may be correlated to higher academic achievement, the ability of the beginning teacher to handle each area successfully may present problems to the

neophyte who has had minimal exposure to the classroom, usually through observation and the brief period of student teaching. Reports from studies of beginning teachers gathered by Elias, Fisher, and Simon (1980) indicate problems in the areas of finding and using appropriate materials; evaluation of students' work; isolation and insecurity; coupled with "simple survival and terror" as indicated in Ryan's (1970) work. Several of the major findings in the studies gathered by Elias, Fisher, and Simon (1980) in addition to those above are summarized below:

-Ryan (1974) discovered a "curve of disenchantment" that followed the change from the beginning teachers' initial warm and positive attitudes toward their students to a sharp decline after two months' classroom experience, then to a slow and gradual rise in positive attitudes again.

-Miller (1970) in his study of 130 secondary interns from Temple University found their greatest problems to be in handling student misbehavior as well as curriculum planning.

-Gaede (1978) found that doubts concerning their own personal and professional competence plagued the first year teachers to the greatest degree in examining the results of a questionnaire administered to 272 educators at all levels.

-Dropkin and Taylor (1963) reported that inner-city teachers had the greatest difficulties with discipline, materials, resources, and establishing classroom routines. Their problems did not differ from those of suburban teachers, but were felt more intensely.

-Aspy (1969) conducted two studies. He found in one that survival was more important than competence for the beginning teacher. In the other, in which supervisors of beginning teachers responded, he found that supervisors viewed problems to be in the areas of knowledge of subject matter, reading instruction, class control and discipline, and unrealistic expectations of students.

The conclusions drawn by Elias, Fisher, and Simon (1980) were that teachers have problems which can be placed under the major headings of classroom management, instuctional planning, grading, and organization of specific lessons. Additional areas that are also cited as possible areas for concern include: a) life changes that may be taking place for the beginning teacher outside of school, such as a new home and/or community, marriage partner, etc.; b) learning about the formal and informal systems of rules and regulations governing schools and procedures to be followed; c) feelings about beginning teaching, including different concerns that may be in the areas of job security, evaluation, and lack of evaluative information about how they are performing; d) fear of immediate failure in teaching because the beginning teacher does not know how well he/she is prepared; and e) feelings of isolation (Elias et al., 1980). From the study the authors make the statement that:

> the general conclusion from these facts is that we know very little (concerning the problems of beginning teachers)....The problem in trying to define the difficulities of beginning teachers is to know what, in fact, they do and do not do, which may lead them into genuine problems of some magnitude in the management of their classes. (Elias et al., 1980, p.404)

Fuller and Bown (1975) state that the experience of teaching "...involves not just experiencing and goals but also observations and responses of others: from supervisors, pupils, colleagues, and parents...."(p.43) If there are discrepancies between what teachers seem to be doing and what they feel they are doing, then a period of reducing discrepancies is warranted. The closer teachers' experiences match their goals, the more statisfied, self-controlled, and genuine they can become (Fuller and Bown, 1975).

Lieberman and Miller (1984) state that each teacher's personal style of teaching evolves as a way of responding to major dilemmas. Through their work with teachers at all stages, they have identified the major dilemmas that face elementary teachers and those that concern secondary teachers as follows:

Elementary:
-More subjects to teach than time to teach them
-Coverage vs. mastery
-Large group vs. small group instruction
-When to stay with a subject or routine and when to shift
-How to discipline a student without destroying the class
-How to deal with isolation from other adults

Secondary:
-Personal vs. organization constraints
-Dealing with classroom and with the whole school
-Packaging and pacing instruction to fit allotted time periods
-Proportioning subject matter expertise and affective needs
-Figuring out how to deal with mixed loyalties to the faculty and the student culture
(Lieberman and Miller, 1984, p.83)

In a study conducted by Field (1979) and reported in Teachers, Their World and Their Work (Lieberman and Miller, 1984), teacher development is seen as occurring in response to teaching activities in three distinct stages. The activities identified are the following: a) arranging the classroom; b) planning the day; c) planning large groups; d) diagnosis; e) record

keeping; f) parent conferences; g) unstructured time; h) transitions; i) structured behavior; and j) self concept/self-evaluation. At Stage One, there is concern with day to day survival and strategies used are hit or miss. Teachers see the activities as separate entities and feel inadequate to meet all the challenges presented in the classroom. At Stage Two, there is increased self-confidence, appropriate problem-solving, and planning by the week instead of day to day. At Stage Three, the classroom is now seen in an integrated fashion with potential resources to be used for instruction "to create a rich learning environment" (Lieberman and Miller, 1984, p.140).

Ashton (1984) states that teachers who exhibit a high degree of "sense of efficacy" are more effective in their teaching than those who rate low on this dimension. Teachers' "'sense of efficacy' refers to the extent to which teachers believe that they have the capacity to affect student performance" (Ashton, 1984, p.28). The elements that seem to separate teachers with high efficacy from those with low efficacy are the following according to Ashton (1984): a) a sense of personal accomplishment; b) positive expectations for student behavior and accomplishment; c) personal responsibility for student learning; d) strategies for achieving objectives; e) positive affect (including feeling good about teaching, self, and students); f) sense of control; g) sense of common Teacher-Student goals; and h) democratic decision-making. Furthermore, Ashton (1984) asserts:

> the current conditions that exist in the schools- the isolation, the difficulty in assessing one's own effectiveness as a teacher, the lack of collegial and administrative support, and the sense of powerlessness that comes from limited collegial decision-making - make it difficult for teachers to maintain a strong sense of efficacy. (p.28)

Elias, Fisher, and Simon (1980) state that while the effects of the problems encountered by beginning teachers on the "development of (their) competence and effectiveness and sense of efficacy is unknown" (p.478), they believe that the growth of the teacher in these areas is inhibited so that they will rely on those strategies that helped them through the initial days of teaching. Further, growth may be inhibited for the remainder of the teacher's career (Elias et al.,1980). Indeed, a survey of all those participating in Oklahoma's Entry-Year Assistance Program during the first year of its inception (55.9% response rate from 1,006 individuals participating in the program) showed that the most important contribution of the teacher consultant and higher education representative was the general support given to entry-year teachers (King, 1984). The entry-year teachers themselves reported that the single greatest strength of the Entry-Year Assistance Program was the general support given to the entry-year teacher (King, 1984).

In summary, it can be seen that while some specific, overall cagetgories which seem to present problems to beginning teachers have been identified, there still is not an accurate grasp of the nature or the effects of the problems experienced in teaching, specifically in relation to the beginning teacher. Many of the areas identified not only belong to the exclusive realm of the beginning teacher, but are problems which seem to be shared by those in the teaching field in general. Are these problems perhaps felt more intensely by the first year teacher as he/she is proceeding to learn how to master the craft area? The present study attempts to ascertain the responses to some of the queries above.

Method

Subjects:

The subjects in this study initially were thirty-four (34) entry-year teachers who had completed the Entry Year Assistance Program in May, 1984. They were chosen from an existing pool of entry-year teachers who were assigned to higher education representatives from one of the regional universities in Oklahoma to participate in the study. To the initial group were added thirty-two (32) entry-year teachers, also chosen from an existing pool in the same manner as described above. The second group of subjects are currently (1984-85 academic year) participating in the Entry-Year assistance Program. The total number of participants in the study was sixty-six (66).

Methods and Procedures:

The researchers have acted as participant observers as they have worked with entry-year teachers. As such, they have used qualitative means to gather data in the form of information garnered from transcribed tape interviews of the initial thirty-four (34) entry-year teachers participating in the study. In audition, the researchers have employed information gathered from logs of questions, concerns, and needs expressed by thirty-two (32) entry-year teachers, which focused on the first semester of the Entry-Year Assistance Program. The data was subsequently coded and quantified to identify the nature and extent of problems facing these first year teachers.

Instruments:

The instruments used included a formal structured interview schedule consisting of seven questions surrounding the Entry-Year Assistance Program, the Entry-Year Assistance Committee, and the perceptions of the entry-year teacher concerning the process. Interviews were generally of fifteen to thirty minutes in length and were taped by means of a cassette tape

recorder. The interviews were conducted after the completion of the Entry-Year Assistance Program by the beginning teacher, usually during the final month of the academic year.

Analysis of the Data:

Data from both the transcribed taped interviews and logs were analyzed for patterns that would indicate the types of problems that beginning teachers experienced, particularly those problems experienced in the first semester of teaching. The data was coded by consensus. Each researcher coded the data individually, then the team met as a group to compare codings and arrive at consensus. In order to accomplish this, the following question was initially posed by the researchers:

> What are the areas that have been identified in the literature as having caused difficulty for beginning teachers and are there similarities in what has been expressed by entry-year teachers?

This question was then expanded and refined to include the following:

> 1. How has participation in the Entry-Year Assistance Program helped or deterred a beginning teacher in developing his/her problem-solving abilities?
>
> 2. What types of problems are identified by beginning teachers both at the beginning and at the end of their first year of teaching? Are they the same or different? What might account for differences, if any?

Results:

Analysis of the data indicates that beginning teachers experience problems which could be classified under three main headings. Work Socialization is defined as the ability to understand the work situation and how to operate within the existing system (Lortie, 1975). Personal Characteristics is defined as individual concerns, such as the need for support, the effect of teaching on self-concept, and other concerns which might plague the individual teacher. Translating Knowledge into Practice is defined as the ability to use the information garnered from methods classes and student teaching and apply that information to the daily realities of the classroom. The following hypotheses have been formulated based on the analysis of the data:

> Hypothesis One: Initial problems of beginning teachers are manifested in the categories of Work Socialization, Personal Characteristics, and Translating Knowledge into Practice.
>
> Hypothesis Two: The types of problems encountered by beginning teachers involve the individual's ability to perceive accurately the situations at hand --too much discipline or too little, equally are causes of problems in this area. In other words, the ability to see teaching as a Gestalt and to determine how each facet will interact with others to support or reduce the teacher's effectivenss will determine the types of problems experienced and how debilitating they become for the teacher. This is due in part to the individual nature of the teacher, the students, and the social system surrounding the classroom.
>
> Hypothesis Three: Specific problems are considered minor and manageable by the beginning teacher if he/she has someone who can provide support for him/her. A support person is defined as someone who will listen to the beginning teacher and confirm or correct the conceptualizations he/she holds as well as provide alternative ideas for consideration. Problems that receive quick attention seldom become major issues that threaten the success of the individual's teaching career.

These hypotheses are considered in the discussion which follows of problems encountered by the entry-year teachers participating in this study.

Initial Teaching Problems:

The problems encountered by entry-year teachers can be conceived in terms of three main categories: Work Socialization, Personal Characteristics, and Translating Knowledge into Practice (see Table 1). An examination of Table 1 reveals that concerns or statements in the area of Work Socialization make up 32.64% of the total codings; in the area of Personal Characteristics, 29.59%; and in the area of Translating Knowledge into Practice, 37.77%.

In the category of Work Socialization, there are three areas which are considered: Assumption of the Role of "Teacher", Work Relationships, and Balancing School and Personal Life. It is important to note the differing numbers and percentages for codings in each area (see Table 1). While the area of Assumption of the Role of "Teacher" received the highest overall number of codings and percentage for the category, there is a great difference in the number of codings for interviews and for logs. Included in this area are comments from teachers concerning the process of evaluation (the Entry-Year Assistance Program) as well as comments about becoming a teacher and the assumption of that role in particular. Comments such as the following are typical:

> I really wasn't sure what I was going to be expecting or what was going to be expected of me. I was really nervous about it (Entry-Year Program). It really scares a person because when you go in there you don't

know what you are doing to begin with. Then there is somebody sitting there, and you don't know if they will be nice or breathing down your neck.

I was overwhelmed by my committee. They saw things that I really didn't notice, good things and bad. Some of the good things they found, I thought I was really having trouble with and it helped me because they thought I was ok here, but I could work on something else a little more.

A possible explanation for the lack of such comments from teachers recorded in the logs of the researchers for the first semester is that teachers at this period of time are more concerned about particular problems they are encountering, such as those noted in the category of Translating Knowledge into Practice (see Table 1). Though they may be (and, we would guess, most certainly are) concerned about the process of supervision that they are undergoing, this is not a time to express those concerns. It may be conjectured that it is only after they have completed the Entry-Year Assistance Program and have been recommended for certification in the teaching profession that they feel "safe" enough to air their concerns about the supervisory process itself.

In the area of Work Relationships, the need to learn how to work with co-workers and the principal is the main concern. In the Entry-Year Assistance Program, this process is formalized in that a consulting teacher as well as an administrator (usually the entry-year teacher's principal) are part of the Entry-Year Assistance Committee. As such, they are charged with supervising and working with the entry-year teacher, and are available for assistance whenever needed. Comments such as the following typify the importance of the entry-year teacher's need to establish these working realtionships:

A new teacher would be hesitant, I think, to maybe ask some of their fellow teachers and they hate to bother the principal with questions. So I think this (Entry-Year Program) is helpful, because there are so many things that come up that need to be asked. This way they can work closer with their fellow teachers.

I think that you get to know your fellow teachers better and also your principal. Because (now) I'm not as afraid of my principal as I might have been at first.

Table I

Problems of Beginning Teachers

	Categories:	Interviews +	Log =	Total Number	Codings in Percentages	
		N	N	N	Area Cds.	Total Cds.
WORK SOCIALIZATION	Assumption of the Role of teacher	119	5	124	57.67	18.82
	Work Relationships	44	34	78	36.27	11.84
	Balancing School and Personal Life	0	13	13	6.04	1.98
	TOTAL	163	52	215	---	32.64
PERSONAL CHARACTERISTICS	Self-Concept	47	2	49	25.12	7.44
	Support	99	32	131	67.17	19.87
	Personal Concerns	13	2	15	7.69	2.28
	TOTAL	159	36	195	---	29.59
TRANSLATING KNOWLEDGE INTO PRACTICE	Management/Organisation Skills	19	27	46	18.47	6.98
	Materials	41	37	78	31.33	11.83
	Discipline	18	38	56	22.48	8.50
	Presentation of Material	3	45	48	19.27	7.28
	Need to re-learn Material	7	14	21	8.43	3.18
	TOTAL	88	161	249	---	37.77
TOTAL CODINGS		410	249	659	---	100.00

N = Number of Codings
Cds. = Codings

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Many of the entry-year teachers also spoke about their ability to go to other faculty members, "even if they're not on the committee" to get assistance. This indicates that they are learning how to reach out of the isolation of the classroom to get advice, ideas, etc. when needed, developing their own systems of networking. One conclusion which can be drawn is that the isolation of the classroom teacher and the problems brought on by such isolation can be overcome given a system in which "reaching out" is allowed, in fact, encouraged.

It should be noted that relatively few comments were made in the area of Balancing School and Personal Life (see Table 1). Its significance lies in the fact that comments were made about the difficulties of maintaining a balance between the two, particularly in the first few weeks of school when initial adjustments were being made by the teacher. For the participants making comments in this area, real difficulties were occurring on the home front. While comments may have been made only by a few, more of the participants could have been experiencing similar strains in relationships with family, friends, etc. By the end of the school year, in fact, by the end of the first semester, adjustments seem to have been made to the amount of time involved in teaching by all the parties involved. Comments such as the following typify this area:

> My husband said he didn't know I'd still have to study once I started teaching.
>
> My little girl is having some real problems because I haven't been able to give her as much attention. She even started wetting her pants again and she's been potty-trained for six months.

The category of Personal Characteristics contains the areas of Self-Concept, Support, and Personal Concerns (see Table 1). In examining Table 1, it should be noted that there is a difference in terms of overall percentages for each area, with the area of Support receiving the highest (67.17%) percent of codings. It should also be noted that there is a difference in number of codings between first semester and end of year teachers for all areas. Again, teachers may feel freer to make comments about the support given at the end of the year, after they have gone through the process, than while they are still going through the process of supervision. This may be true of the other areas as well.

In the area of Self-Concept, teachers talked about the fact that this particular type of supervisory process, where three different individuals were available to the teacher for assistance as well as supervision, with a built in schedule of Committee meeting dates, allowed them to have a more realistic picture of themselves as teachers. Using Purkey's (1970) definition of self "...as a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value" (p.7), one can see that how individuals feel about themselves as teachers could affect their overall feelings about their self concepts. The following comments illustrate this area:

> I think that's (going over evaluations at committee meeting two) a very important part, because you can't see yourself as other people do. That (committee meeting two) helps you, you should always have someone to help you when you can't see yourself.
>
> It (Entry-Year Program) calmed me down some and gave me more self-assurance. It made me feel like maybe I was capable of doing things that last year I thought, gosh I don't know what I am doing. Also it (Entry-year Program) gave me a lot of positive feedback which helped give me confidence. That made me feel, yes I can do this, it's not as bad as it seems.

In the area of Support, it can be seen by an examination of Table 1 that this area was very important for beginning teachers. If teachers have access to a support person(s), they seem better equipped to cope with the problems encountered in the classroom (Hypothesis Two). They are less likely to be frustrated and willing to give up, more willing to take on the daily challenges facing them in the classroom. Many of the teachers interviewed commented that it was just good to know that whenever they had a problem, they could go to anyone on the Entry-Year Assistance Committee for advice or just to get ideas. They were not asking others to solve their problems for them, but they were learning appropriate methods that could be used for problem-solving in particular instances. Teachers also commented that it was good to have three people that they knew they could go to for support, so that if the advice given by one was not palatable or perhaps realistic in the eyes of the teacher, they could go to another person for a second opinion. There were also instances when one member of the Committee was perceived to be ineffectual by the entry-year teacher. Again, the beginning teacher did not have to rely solely on that one person for support, which could have been disasterous for the teacher if otherwise. A few of the comments from teachers which illustrate this area are the following:

> It is good to have somebody there to supervise and watch over your classroom, because there are a lot of things you don't learn at college about being in control of your classroom. It is good to have somebody that has had the experience of being in control to help you out of difficult situations that you get into.
>
> A benefit to me was having someone that I could go to and ask questions when I felt the

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need. Like something on discipline or teaching materials. There was someone I could go to and not feel like I was being a failure or a burden to them.

By the same token, a teacher's fear of asking for help or not being offered help when it is needed can also prove to be a problem, as illustrated in the following statements:

> I think I did that (asking questions) more than anything else because I had so many questions and was so nervous as a beginning teacher. I didn't want to feel stupid, you know, because I asked a lot of stupid questions, but nobody made me feel stupid.

> I think they (consulting teacher and administrator) took for granted I knew more than I did. I think they thought, well, she doesn't need my help.

The area of Personal Concerns is comprised mainly of statements from beginning teachers of their fear of failure, of "not making it" during their first year of teaching. The significance of the area is in the expressed fears which may underlie the Entry-Year process as a whole, or which may be common to all first year teachers or to a significant number of them. Comments which typify this area are the following:

> I had a negative feeling toward the program because I felt like this is just something else to go through. I felt like after four years I was qualified to go out and teach.

> I was very scared and worried. I was afraid I wouldn't make it.

In the category of Translating Knowledge into Practice, Materials/resources makes up the largest area with 31.33% of the codings made, followed by Discipline, 22.48%, Presentation of Material, 19.27%, Management/Organization Skills, 18.47%, and need to re-learn Material, 8.43% (see Table 1). It is important to note in Table 1 that while this category received the highest number of codings (161) for the researchers' logs, it recieved the lowest number of codings from the interviews (38) (see Table 1). From this observation, as well as from engaging entry-year teachers in informal conversations of problems they have experienced, it is the view of the researchers that once specific problems have been taken care of, they are no longer uppermost in the teacher's mind (Hypothesis Three). The problems are not allowed to balloon out of proportion, and the teacher is able to see what problem-solving skills are needed for the different areas presented. They are also receiving confirmation from their Entry-Year Committee members as to the importance of each problem encountered in relation to the classroom as a whole. While specific or more difficult problems encountered seemed to stand out in the teachers' minds at the end of the year, other problems that were a cause for concern are forgotten as a rememdy is found for them.

It should be noted that, from examining the data, the researchers have found that not all problems are experienced by all beginning teachers, nor are they experienced in the same degree for all teachers. Some teachers may experience more difficulties with materials and resources than with discipline or classroom management or vice-versa. Whether the problems encountered are amenable to correction by the entry-year teachers seems in part to be dependent upon the personality of the teacher and the knowledge and problem-solving abilities he/she already possesses; the particular group of students in the classroom; as well as the social context in which the classroom exists. In other words, not every problem might be soluble. For the most part, however, entry-year teachers interviewed for the study did feel that they were able to find acceptable solutions to handle the problems they encountered. Representative comments for this area are as follows:

> I can already see some of the ways in which next year will be a different year for me, as far as organizing materials and being conservative with time. You waste a lot of time on unnecessary things, especially at the beginning of the year.

> I think the one area that I really felt behind in was setting long-range goals. You need to know where you are going to take your class at the end of the nine weeks or expecially at the end of the year.

> You receive a teacher that has experience, one that does know what is going on. If you are comfortable with her you can go to her and ask questions. The two of you can learn from the questions and find the right answers, those that fit you.

> I feel it (Entry-Year Program) is a great resource to get back to the college for ideas you may have forgotten or misplaced. You heard it mentioned before, but you did not write it down. At the time you thought, I have a great memory, I can remember how to use this.

> It is great to be able to get back to the college and figure out what you are doing. Also, if you have any questions, like discipline problems or any similar questions, it is good in that way.

In summary, it would appear that entry-year teachers experience a variety of problems during their induction period. These problems are not only those specific to their individual classrooms, but extend to include the school as a whole and reach beyond to their personal lives. The beginning teachers' perceptions of

the nature and importance of the difficulties encountered involve their abilities to perceive the problem areas in light of their total teaching experience. The results of this study further suggest that these beginning teachers view the Entry-Year Process as a support in finding solutions to problems, including reflecting an accurate perception of their teaching abilities.

Discussion and Implications

The art of teaching involves the ability to choose from a large array of options which would be the most appropriate in each particular setting. It involves the possession of a wide base of knowledge in each area and the continual searching out of new choices that can be applied to specific situations at the present time or in the future.

Given the nature of the teaching process, the fact that one possesses the knowledge considered important in the preparation of teachers does not insure that the teaching act will be carried out successfully. The provision of experienced and knowledgeable support personnel assists beginning teachers in discovering specific applications for the knowledge they already possess, as well as for new knowledge and perceptions they acquire.

It can be seen from examining the results of this study that beginning teachers do experience real problems as they enter the teaching profession, primarily during the first semester of their employment. Due to the variance in the types of problems experienced, it is suggested by the findings of this study that these problems are contextual in nature. Even though the problems may be contextual due to the classroom situation, they may be perceived by the beginning teachers as occurring due to their own incompetence or inability to act as teachers. The Entry-Year process provides a means of assessing the context in which instruction is to occur, as well as the ability of the teacher to provide instruction. Thus, conceptions held by the entry-year teacher concerning problems may be amended in order to determine fruitful avenues to be pursued which can improve instruction, with the result that time and energy is not wasted on less fruitful avenues.

In conclusion, there is a need for more understanding of the problems of beginning teachers by those appointed to assist teachers during their induction period. It is important that these individuals are able to identify potential problem areas in order that early intervention can prove to be a viable option. The more thoroughly one understands the initial problems encountered by teachers, the more effective he/she becomes in providing assistance to the beginning teacher.

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SUPPORT AND ASSISTANCE PROVIDED FIRST YEAR TEACHERS

A. Kenneth Stern, Oklahoma State University
Sandy Wisley, Putnam City School District

INTRODUCTION

"Compared with the crafts, professions, and highly skilled trades, arrangements for mediated entry are primitive in teaching...one of the striking features of teaching is the abruptness with which full responsibility is assumed" (Lortie, 1975). Currently, in education, there is a flurry of activity intended to improve the quality of those individuals who enter teaching. Preservice requirements have been increased and, in some states, first year teachers have the assistance of a support team who works with them during the year. However, the latter part of the above quotation in most instances is not addressed. First year teachers typically are expected to assume responsibilities equal to, and in some instances greater than, teachers with more teaching experience. Thus, the areas needing to be addressed are two-faceted at least: expectations and support systems. Support and assistance can take the form of smaller classes, fewer hours teaching, fewer extra-curricular supervisory duties, closer and more frequent supervision by the principal, peers, and others, etc. The more intense supervision could be based on the concerns and problems of beginning teachers as reported in the literature.

Houston and Felder (1982) suggest a more gradual movement into the profession through a year of internship in which school district personnel and university faculty members collaborate as teacher trainers. Problems and concerns in the first year of teaching that need to be addressed are: motivating students to satisfactory achievement (Moller, 1968); disciplining students (Broadbent and Cruickshank, 1965); adequacy and survival as a teacher, being liked by pupils, supervisor's opinions, being observed, and failure (Fuller and Brown, 1975).

Where formalized support systems have been developed, problems between first year teachers and those persons assigned to assist them have been chronicled. Beginning teachers reported experienced teacher behavior ranging from extremely unhelpful and uncooperative to generally detached (Newberry, 1978). Principals reported more extensive use of experienced teachers than was indicated by the experienced teachers themselves (Southwell, 1970). McMahon (1981) reviewed the James Report and stated that the tutors infrequently observed the probationers possibly due to lack of understanding of what was expected of them, to lack of training, and to a desire to build positive relationships.

Movement into the profession of teaching and gradual adjustment to the environment and bureaucracy of the school are aspects that have been studied. Hoy (1968) concluded that "neophytes may suddenly be confronted with a set of organizational norms and values at variance with those acquired in formal preparation." Similarly, Edgar and Warren (1969) state that socialization involves pressures to change, to influence beginners in socially desirable directions, to drop previous behavior patterns, and to accept new norms held by the socializing agent. The influence of the organizational structure, as an element in informal socialization, involved isolation in beginning teaching and placement in difficult teaching assignments (Pataniczek and Isaacson, 1981). Lewis (1980) reported that beginning teachers were dissatisfied with the inadequate support given in the initial years of teaching. There seems to be an incongruence between teachers' perceptions of the assistance received in their first year of teaching and principals' perceptions of the induction program initiated (Kurtz, 1983). If principals view the process as relatively short term and the beginning teachers as a finished product, while beginning teachers view induction as a long term process, constant and continuous, then there are differences in perceptions (Wisley, 1984).

METHODOLOGY

The teaching responsibilities and environment and the support system provided in Oklahoma's Teacher Education Reform Act have been studied in this research effort and compared with Kansas teachers. More specifically, teaching loads and responsibilities have been studied comparing first year teachers to more experienced teachers. Support systems have been studied comparing first year teachers in Oklahoma where the Entry Year Assistance Committee functions to Kansas first year teachers. Thirdly, a comparison has been made between the perceptions of first year elementary teachers and principals of first year elementary teachers in Oklahoma to determine similarities and differences regarding the support and assistance given.

Frequencies and percentages are reported for much of the study; however, the teachers' and principals' perceptions were analyzed for statistically significant differences.

Organizations are social systems made up of people who occupy various positions in vertical and horizontal relationships to each other (NSSE, 1964). The way people behave in these positions depends on how they think they are expected to behave and on how others actually expect them to behave. These expectations, or roles, comprise a role system for an organization and, as such, a school is provided with: role expectations and standards of performance, traditions and customs, status, attitudes and values, sets of informal controls, and a communication system (Orlosky et al., 1984). As an organization, the school contains multiple role expectations. For example, a complementary role, one carrying certain expectations of another, is that of principal and teacher. If there are differences in expectations related to these roles, then there can be conflict.

Several relationships, similarities, differences, and roles were studied:

A. First year teachers would report similar class size, release time, planning time, supervisory duties, and teacher aide assistance as more experienced teachers;

B. Oklahoma first year teachers would report statistically significantly more support and assistance from the principal than would Kansas first year teachers.

C. Oklahoma first year teachers would report similar assistance from the Entry Year Assistance Committees in the four areas of: Human Relations, Teaching and Assessment, Classroom Management, and Professionalism; and

D. Principals of first year elementary teachers in Oklahoma would report similar perceptions of the support and assistance provided as would first year elementary teachers.

Populations and Samples

To study A - C above, the population was first year teachers in Oklahoma and Kansas who began teaching at the beginning of the school year. Ten percent were selected randomly for participation in the study. First year elementary teachers and their principals in Oklahoma were the populations in Part D. Selected randomly for participation was a 20 percent sample. In 1983-84 there were 950 first year teachers in Oklahoma, 1130 first year teachers in Kansas, 393 first year elementary teachers in Oklahoma, and the same number of principals of first year elementary teachers. Response rates were: Oklahoma first year teachers - 79%, Kansas first year teachers - 70%, Oklahoma first year elementary teachers - 82%, and Oklahoma principals of first year elementary teachers - 79%.

Instrument and Procedure

A questionnaire was designed and developed in part from an instrument used by Grant and Zeichner (1981). Demographic information and perceptions of formal and informal support systems were requested. Minor modifications were made in the form sent to the principals.

The First Year Teacher Survey was mailed in late March and early April of 1984. Three weeks after the initial mailing, a follow-up letter and another copy of the questionnaire were mailed to those who had not yet responded.

FINDINGS

Instructional Support

Instructional support for first year teachers varied little from more experienced teachers. Seventy-nine percent reported having class sizes similar to other teachers, 13 percent smaller, and 8 percent larger. Only 10 percent of the first year teachers reported more release time than experienced teachers. The average amount of additional time was 3 hours per week. For all first year teachers the amount of planning time per week averaged 3.3 hours.

Few first year teachers were exempted from playground (17%) and hallway (11%) supervision. This was probably more a function of level of teaching than of lack of experience.

Assistance in the form of teacher aides was available only to 33 percent of the first year teachers and averaged 40-45 minutes per week. When asked to indicate if the assistance was provided all teachers or first year teachers only, exactly 50 percent reported each way.

Additional analysis shows relatively few, if any, differences in the above areas when first year teachers' perceptions are compared in Oklahoma and Kansas. Instructional support appears to be similar in both states.

First year teachers and principals in Oklahoma had similar perceptions regarding these areas of instructional support. One would expect this due to the ease with which one could count students and planning hours, view duty schedules, and examine teacher aid schedules.

Principal Support and Assistance

Oklahoma first year teachers report slightly more principal observations (3.39) than do Kansas first year teachers (3.10). However, the length of the observations is longer for Kansas teachers (44 min.) compared to Oklahoma teachers (41 min.). The same is true for the frequency of principal conferences (Oklahoma - 2.85 and Kansas - 2.46) and the length of those conference (Kansas - 40 min. and Oklahoma - 38 min.).

Beginning elementary teachers and their principals were surveyed concerning frequency of classroom observations and conferences by the principal. The principals reported statistically significantly more observations (4.0) than did the teachers (3.5). The same was evident with conferences with principals reporting 3.62 and the teachers reporting 3.3.

The length of observations and conferences was reported by both the teachers and the principals. General agreement about the length was evident and approximated 30 minutes for observations and for conferences.

In addition to the above data some other information was requested. How did the first year teachers evaluate the overall support and assistance of the principal? The responses were very similar with the principal being viewed in Oklahoma (1.63) and in Kansas (1.60) on a scale of 1 (more helpful) to 4 (less helpful). When analyzed more specifically on each of the 4 areas--Human Relations, Teaching and Assessment, Classroom Management, and Professionalism--greater variance resulted as shown in Table I.

TABLE I

First Year Teachers' Perceptions of their Principals' Support and Assistance

Areas	Oklahoma	Kansas
Overall	1.63**	1.60
Human Relations	1.59	1.83
Teaching & Assessment	1.65***	1.91
Classroom Management	1.65***	1.94
Professionalism	1.56	1.78
Mean Score*	1.61	1.87

* The average of the four areas and not including Overall
** The lower the score, the greater the support and assistance
*** $p < .05$

The average of the 4 areas in Oklahoma is 1.61 which is very close to the overall average of 1.63. Not so is Kansas where the average in Table I is 1.87 compared to the overall perception of 1.60. Among the 4 areas the range is narrower in Oklahoma (1.56 - 1.65) than in Kansas (1.78 - 1.94). Also, it can readily be seen that teachers in both states report more help from the principal in the area of professionalism and less in classroom management.

Entry Year Assistance Committee Support and Assistance

First year teachers in Oklahoma evaluated the support and assistance they received from the three committee members. Their perceptions reflect what might be expected due to the responsibilities each one has. Consulting teachers are rated highest overall followed by the principal and then the professor.

An analysis of the data in Table II shows several things: the range for committee members is greatest for the professor (1.81 - 2.00) and least for the principal (1.56 - 1.65); the overall assessment and the composite score (average) are nearly equal for the principal and the professor; the teacher's overall (1.44) and composite (1.53) are less congruent; the principal is especially supportive in professionalism and the consulting teacher in teaching and assessment; and, for two of the committee members (principal and professor), they are perceived to give the least amount of assistance in classroom management.

TABLE II

Support and Assistance Provided by Committee Members

Areas	Principal	Consulting Teacher	Professor
Overall	1.63**	1.44	1.91
Human Relations	1.59	1.51	1.97
Teaching & Assessment	1.65	1.45	1.81
Classroom Management	1.65	1.57	2.00
Professionalism	1.56	1.59	1.81
Mean Score*	1.61	1.53	1.90

* The average of the 4 areas and not including Overall
** The lower the score, the greater the support and assistance

First year elementary teachers' and their principals' perceptions of the assistance provided by the principal are reflected in Table III. There was a statistically significant difference in each of the four categories as well as in the overall. Principals perceived their support and assistance to be greater than that perceived by the teachers. When these two groups rated the support and assistance of the consulting teacher and the professor, there was close agreement.

TABLE III

Principals' and Teachers' Perceptions of the Support & Assistance Provided by the Principal

Areas	Principal P	Principal EYT
Overall	1.48*	1.56*
Human Relations	1.45*	1.51*
Teaching & Assessment	1.48*	1.74*
Classroom Management	1.38*	1.74*
Professionalism	1.40*	1.54*

* Statistically significantly different at the .05 level

IMPLICATIONS

Teaching environments and responsibilities for the first year teachers have not changed much. There is little evidence to suggest that the expectations have lessened and, in fact, may be increased when the internship year is a major determinant in certification eligibility. Class size is usually the same as more experienced teachers as are the amount of planning time, the amount of supervisory duties, and the amount of teacher aid assistance available. First year teachers are assumed to have the capability of teaching a regular load, and, in Oklahoma, spend 72 hours per year in discussions with the consulting teacher. The emphasis to date has been placed on a support system solely rather than on a support system and a change in the responsibilities and expectations. Obviously a change in the latter would require a redistribution of the resources within the school. At issue is not only that first year teachers and principals have different perceptions regarding what is; rather, it is a matter of matching capabilities and expectations.

Opportunities for communication between the first year teacher and the principal have been increased in Oklahoma. Yet, when comparing Kansas and Oklahoma teachers, there are minimal differences in the frequency and length of observations and conferences. This is puzzling when it is emphasized that the principal's responsibility is similar in both states for evaluation for employment purposes. Then, in Oklahoma, the principal is a member of the Entry Year Assistance Committee and must provide input for consideration for certification. Apparently, the Oklahoma principals' additional responsibility for certification is materialized in completing forms and attending committee meetings.

What is not surprising are the differences in the perceptions of the principals and elementary teachers regarding the frequency of observations and conferences. Principals reported more observations and conferences than did teachers. Apparently the principals believe that whatever the length or frequency it is at least adequate.

Although the overall support and assistance of the principals as viewed by the teachers in Oklahoma and Kansas were similar, the greater specificity required in assessing the 4 areas produced different results. Oklahoma teachers were more consistent than were Kansas teachers. Any conclusion here would be highly speculative.

The first year teachers in both states rated the principals' support and assistance essentially in the same order from greatest to least: Professionalism, Human Relations, Teaching and Assessment, and Classroom Management. The Oklahoma principals were given a higher rating than Kansas principals. Also, there were statistically significant differences in two areas: Teaching and Assessment and Classroom Management. Regardless of whether there is a formalized committee structure or the principal only, the 4 areas are ranked the same. This could be explained either that the principal provides support according to his/her view of the principal's responsibility, that the teacher considers his/her needs in this order, or possibly a combination of both of the above. Principals could examine their expectations of first year teachers and also attempt to learn more about their needs; then they could proceed to help the teachers in specific ways.

Possible implications from the support and assistance of the committee members are several. Entry year teachers rank classroom management as an area where they get less support. This is important for two major reasons: beginning teachers as well as experienced teachers frequently say that successful classroom management is a constant challenge and H.B. 1706 requires that the Entry Year Assistance Committee provide assistance in classroom management.

Having a committee comprised of three individuals with different roles, with different expectations of the first year teacher, with different expertise, and with differing amounts of flexibility and constraints should result in a range of assessments by the teacher. With this mixture and a channel for communication the entry year teacher should benefit to the extent possible within the teaching environment.

One final consideration is that of the differences in the perceptions of principals and first year teachers of the support and assistance given by the principal. This is crucial due to the relationship between the principal and the teacher. A statistically significant difference was reported in the overall assistance as well as in each of the four categories. Principals, directly responsible for the performance of teachers, need to know the extent to which they are perceived by teachers to be helping them to do the best job possible. In this study principals thought their support was greater than teachers reported it to be. This difference may be inevitable due to the two different roles involved. The challenge is to provide what teachers need.

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EVALUATION OF THE ENTRY YEAR ASSISTANCE COMMITTEE PROGRAM

John Crawford
Maridyth McBee
Patricia Watson

Oklahoma City Public Schools

Introduction

In 1980 the Oklahoma Legislature passed House Bill 1706, a comprehensive piece of legislation dealing with teacher education programs, certification and staff development. House Bill 1706 addresses four major concepts in teacher education:

* Strengthening the screening requirements of college student appplicants into college and university teacher education programs;

* Testing teachers in their curriculum fields;

* Development of an Entry-Year Assistance program for beginning teachers; and

* Staff development programs for all certified personnel in all school districts.

In order to qualify for an Oklahoma Teaching Certificate, teachers who graduated from college after January 31, 1982, are required to participate in the Entry Year Assistance program during the initial year of teaching. The members of an Entry Year Assistance Committee are:

* A teacher consultant who is a classroom teacher,

* A principal or other administrator designated by the local board, and

* A teacher educator in a college or school of education of an institution of higher learning or school outside the institution's college of education.

At least one of the committee members will be certified and have experience in the area to which the Entry Teacher is assigned. The responsibilities of the Entry-Year Assistance Committee are:

* To assist the Entry-Year Teacher through the initial year of teaching and specifically focus on all areas of classroom management;

*To make a recommendation regarding certification; and

* To make a recommendation for a staff development program for the teacher for the following year.

Each Entry Year Assistance Committee will serve for one school year, or a minimum of 120 days. Each member of the committee is to make three formal observations of the Entry Teacher throughout the school year, and the committee is to meet with the entry teacher a minimum of three times per year for evaluation review and recommendations. See Appendix A for a recommended timeline of committee activities. After April 10, or between the 150th and 180th day of employment, the committee will make a certification recommendation to the State Board of Education. The committee will recommend either (1) certification, or (2) continuation in a second year of entry assistance and an individual staff development plan. If a second year of entry assistance is advised, the entry teacher will be assigned a new Entry-Year Assistance Committee. At the end of the second year, a recommendation for certification or non-certification is to be made.

Teacher Consultant-Only Program

First year teachers who graduated from college on or before January 31, 1982, will be assigned only a teacher consultant who will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in classroom observation and consultation. The teacher consultant must be a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher. Whenever possible, the teacher consultant is to have had experience in the teaching field of the beginning teacher. No recommendation for certification will be made by teacher consultant for this group of beginning teachers.

In order to evaluate the impact of H.B. 1706, the design of this study called for: interviewing the beginning teacher to gain information on the implementation of the state-mandated program and collecting principal ratings to examine the differences between groups of teachers who did or did not have the Entry Year Assistance Committee. The 1982-83 year offered the opportunity to compare the experiences and performance of teachers who were the first ones to be assigned the Entry Year committee vs. those first year teachers who did not have the committee (because of graduating just prior to the deadline), but who went through the "regular" or "status zero" OCPS first year evaluation. In effect, the implementation of H.B. 1706 created a naturally-occurring experiment.

Since data collection was already planned in the areas of participants' perceptions and their supervisors' assessment of their performance, it also seemed important and worthwhile to collect independent observational data on teacher behaviors in the classroom. Such observational data would allow us to relate the new program (the Entry Year committee) to objective measures of teaching effectiveness obtained from independent observers. Within the last decade, there has been an accumulating body of evidence that has begun to construct a scientific base of knowledge on teaching strategies related to student gain.

Some of the earlier studies were research projects funded by the National Institute of Education (e.g., Brophy and Evertson, 1976; Crawford, Gage, Corno, Stayrook, and Mitman, 1978, Good, 1980)

and some were evaluation studies that employed detailed "process" measures of teaching similar to those used in the research studies (Stallings and Kaskowitz, 1974; Soar, 1973; Fisher, et al. 1978). These research and evaluation projects demonstrated that it is possible to related natural variation in teaching styles to the magnitude of learning demonstrated by those teachers' students. Each of the studies measured (literally) hundreds of different dimensions of classroom life which were tested for relationships with student learning. Results from this work indicates which teaching behaviors and classroom activities were related to relatively more student achievement and which were related to lower student gains.

This study builds upon the earlier work by employing direct observational data collection by trained observers in OCPS beginning teachers' classrooms. Results will specify the relations between classroom processes and achievement gains for a local sample of entry year teachers, and will allow us to relate our independent measures of teaching effectiveness to presence/absence of the Entry Year committee and to principals' ratings of the teachers.

Purpose of the Study

The 1982-83 school year was the first year in which some beginning teachers were to be assigned an Entry Year Assistance Committee. This study has three main purposes regarding the Entry Year Program.

The first was to document the implementation of the Entry Year Assistance program from the points-of-view of the entry teacher, the teacher consultant, the administrator and the university representative. To provide a point of comparison, the implementation of the teacher consultant only program was also documented from the points-of-view of the beginning teacher nd the teacher consultant. Participants in both programs were asked to recommend ways to improve the programs in future years. This information was obtained through interviews and questionnaires.

The second purpose was to determine which instructional techniques of entry teachers were associated with the largest achievement test gains of the students they taught. We also examined relationships between observational measures of instruction and principal's ratings. The instructional techniques were determined by direct observation of the entry teachers. The second part of the study did not distinguish between entry teachers with an Entry-Year Assistance committee and those with a teacher consultant only.

The third purpose of the study was to determine if differences in teaching effectiveness measures occurred between teachers with an Entry Year Assistance Committee and those with consultants only. Comparisons were made on principal evlauations and instructional techniques from the direct observational data.

Subjects

There were 40 beginning teacher who participated in the study. Twenty (20) had Entry Year Assistance committees and 20 had teacher consultants only. Each teacher with a committee was matched with a teacher without a committee based on the criteria listed below. Each criterion was given a priority status of first, second or third.

First: *University where degree was earned

*Subject area taught

Second: *School assignment

*1982 California Achievement Test Reading percentile at the school assignment

*1982 California Achievement Test Math percentile at the school assignment

*Percent of students at or below the poverty level at the school assignment during 1982.

Third: *undergraduate GPA

*race

*sex

There were 20 teachers (10 matches) at the elementary level, 4 teachers at fifth year centers, 8 teachers at the middle school level, and 8 teachers at the high school level.

All 40 teachers were interviewed for the descriptive part of the study. In addition, questionnaires were mailed to each member on the Entry Year Assistance committees or the teacher consultant who worked with the entry teachers in the sample.

The observational and comparison data were only applied to teachers who taught basic subjects like reading or math. As a result, only 14 teachers (7 matches) qualified to be in the second and third parts of the study. There were 10 elementary, 2 middle school teachers in this group. Half had Entry Year Assistance committees and half did not.

All teachers in the sample were urged to participate in the study. Nevertheless, participation was made optional and some teachers opted out. Teachers' decisions not to participate, teacher attrition throughout the year and inability to find replacement teacher matches brought the original sample size from 48 to 40 teachers.

Procedure

At the end of March, 1983, the beginning teachers in the sample were requested to attend a meeting at the Administration building. During this meeting, the purposes and procedures of the study were explained and participation from the teachers was requested. Teachers who did not attend the

meeting were contacted personally by the principal investigator and asked to participate.

Between the first of April until the first week in May, each teacher in the sample was interviewed with a structured interview form. During the same time period, each teacher in the regular, academic program was observed three times for approximately one hour each time.

Before collecting data, the observers were trained to use the instruments reliably. The training of observers took approximately one and one-half weeks, beginning with discussion of the different instruments, followed by practice and reliability sessions in which coding was done in classrooms and by observing videotapes. The observers completed the training by demonstrating at least 80 between-rater agreement (fron coding done by pairs of observers in the same classroom) across categories in the low inference observational system and by agreeing within plus or minus one point on the five point high inference rating scales. There were also checks to make sure that observers were all using the time use instrument consistently.

Instruments

The following instruments were used in the study.

1. Beginning Teacher Interview Form (With Consultants Only)

This interview form was a locally developed instrument designed to document the experiences of the beginning teacher with the teacher consultant. None of the new teachers interviewed with this instrument had Entry Year Assistance Committees. Questions were asked such as, "How often were you observed by your teacher consultant?", "Describe the concerns you experienced during your first year of teaching," and "In what ways was the consultant helpful in alleviating your concerns?". Beginning teachers with teacher consultants only were interviewed at their schools by the principal investigator between April 1 and May 6, 1983.

2. Beginning Teacher Interview Form (With Committees)

This interview form was also a locally developed instrument. Its purpose was to document the experiences of the entry teacher with the Entry Year Assistance Committees. The questions on this instrument were very similar to those of the Interview Form described above for new teachers with consultants only. However, in addition to questions asked about the experiences with the teacher consultant, there were also questions such as, "How often were you observed by the local administrator on your committee?", "How often were you observed by the university representative on your committee?", and "In what ways did the committee members help alleviate your concerns?". Beginning teachers with entry assistance committees were interviewed at their schools by the principal investigator between April 1 and May 6, 1983.

3. Entry Year Teacher Study: Administrator Questionnaire

This locally developed questionnaire was designed to find out about the Entry-Year Assistance program from the point-of-view of local administrator. Questions were asked such as, "How many times have you been able to observe your entry teacher?", and "How many observations would you have liked to have made of your beginning teacher?" In addition, the administrator was asked to rate the human relations skills, the teaching skills, classroom management skills, professionalism, and overall success of the entry teacher. Administrators of entry teachers in the sample were sent questionnaires by school mail during the second week of May, 1983.

4. Entry Teacher Questionnaire for the University Representative

This questionnaire was identical in content to the questionnaire designed for the local administrators. University representatives for entry teachers in the sample were mailed this instrument during the second week in May, 1983. Self-addressed, stamped envelopes were enclosed to facilitate returning the completed questionnaire.

5. Teacher Consultant Questionnaire

The questions on this instrument included all of those on the questionnaires for administrators and university representatives plus additional questions applicable to teacher consultants. An example of an additional question was, "Did you experience any constraints in being an effective teacher consultant? If so, please describe." Teacher consultants of entry teachers in the sample both with and without Entry Year Assistance Committees were sent questionnaires through the school mail during the second week in May, 1983.

6. Low Inference Observational Instrument

In this study, low inference variables were measured with an adaped version of the Brophy-Evertson (1976) Dyadic Interaction Analysis System. In tht system, codes are made for one-to-one interactions between the teacher and individual students in a variety of contexts. The major categories used in this study are described below.

Public Response Opportunities: Interactions coded in this category are public, adademic interactions initiated by the teacher. Specific variables measure the quality (correctness of the student's response and several different kinds of teacher feedback.

Student-Initiated Question and Comments: Interactions coded n this category are public questions or comments from the students. The codes distinguish academic from nonacademic questions and record the teacher's response to the question or comment.

Private Teacher-Afforded Contacts: These interactions are private (Not intended for any students other than the one being contacted), and are initiated by the teacher. Specific variables measured the length of the interaction, the feedback (praise, criticism) given by the teacher, and whether the interaction was academic, social, or procedural.

Private Child-Created Contacts: The specific codes in this category are the same as for the Private Teacher-Afforded Contacts category; the difference is that the child-created contacts are initiated by the student.

Interested readers are referred to Appendix B for a complete description of all the variables in the observational portion of the study.

7. High Inference Observational Instrument

In order to measure aspects of the classroom environment not easily recorded with frequency counts from low inference variables, we also employed more global, 5-point "high inference" ratings. While these ratings surely require more observer judgment than the low inference variables, attempts were made to use behavioral definitions of points along the rating scales. The variables were chosen because prior research on teaching (e.g. Kounin, 1970; Emmer & Peck, 1973; Brophy & Evertson, 1976) had indicated the relevance of the constructs. Variables measured student attentiveness, access to equipment, use of equipment, the degree of interruptions in the class period, and the approximate length of transitions. In addition, the teacher's enthusiasm, amount of movement, degree of momentum and withitness" (from Kounin--"withitness" refers to the teacher's awareness of behavior problems and communication of that awareness), use of higher-order questions, distribution of time, and use of appropriate seatwork were assessed. Other variables measured in this study were teacher rapport with students, teacher use of positive affective climate, quality of teacher direction giving and student-to-student academic interactions. These variables are described in detail in the coding manual in Appendix B.

8. Time Use Observational Instrument

Many recent studies of effective teaching funded by the National Institute of Education, the California Commission on Teacher Preparation and Licensing, the Spencer Foundation and other groups have shown the amount of time that is allocated to academic basic skills instruction can influence student achievement gains. While allocated time can differ significantly from actual engaged time, there

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8. Time Use Observational Instrument

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9. California Achievement Test (CAT)

The composite scores from the Spring 1982 and the Spring 1983, administration of the CAT were used to determine student achievement gain for the 1982-83 school year. Correlation coefficients were computed between the gain scores and the variables on the observational instruments to determine if relationships existed.

10. Summary Evaluation for Classroom Teachers

This rating form was developed by a task force of teachers, principals and central office administrators. It was completed in February of 1981, as part of a new evaluation plan for teachers. The content of the instrument was adapted from the standards used by the state of Oregon. The main topics on the instrument are:

*Teaching Techniques: Knowledge of subject matter, motivation of students and organization of work

*Classroom Environment

*Student Growth: Student evaluation procedures, student guidance and counseling, attention to individual needs and abilities

*Human Relations: Student relationships, staff relationships, community relationships

*Personal and Professional Factors

All teachers with less than three consecutive years of teaching with the district are evaluated at least twice each year with the instrument. Analyses of scores on this instrument and the variables from the observational instrument were computed to determine if relationships existed.

Conclusions and Recommendations

The interview and questionnaire data showed all entry teachers in the sample who graduated from college after January 31, 1982, did have an entry year assistance committee. The degree of involvement of the committee members with the entry teachers varied somewhat from case to case. For the most part, the teacher consultant played the largest role in assisting the entry teacher (85% of the consultants met with the entry teachers on at least a weekly basis and 90% of the consultants observed the entry teachers at least three times throughout the year). About two-thirds of the local administrators and approximately three-fourths of the university representatives made the required three observations of the entry teachers as mandated by House Bill 1706.

The interview and questionnaire data also showed that all entry-teachers who graduated prior to January 31, 1982, were assigned a teacher consultant. The data suggested that the first year experiences of entry teachers with and without Entry Year Assistance Committees were similar. This seems primarily due to the teacher consultant assuming the major role of assistance regardless of whether the consultant functioned as part of an Entry Year Assistance Committee or alone.

The concerns expressed most frequently by the entry teachers during the interview and to the committee members and teacher consultants were:

*Lack of discipline in the classroom,

*Shortage of materials and supplies, and

*Lack of parental involvement.

Two-thirds to three-fourths of the entry teachers in both groups reported receiving assistance with their concerns from their consultants/-committees. Sixty percent of the administrators returning questionnaires reported helping their entry teacher with their concerns. Three-fourths of the university representatives who returned questionnaires reported helping the new teacher with their concerns. Just over half of the teacher consultants in both groups who returned questionnaires reported helping to alleviate entry teachers' concerns.

Approximately one-half of the teacher consultants in both groups stated that they experienced constraints in being effective teacher consultants. Some of the constraints were:

*Finding time to get together with the entry teacher due to different locations in the building and personal teaching schedules,

*Lack of support from the administrators,

*Scheduling time for observations, and

*Difficulty in knowing how much overseeing to give without being bossy.

The administrators, university representatives and teacher consultants were all asked to rate the new teachers on human relation skills, teaching skills, classroom management skills, professionalism, and overall success as a teacher. Most new teachers received at least moderately high ratings. Some new teachers, however, were rated as below average on the scales. All committee members returning questionnaires, however, voted to certify their entry teachers, regardless of rating. Perceptions concerning the Entry Year Assistance program made by the entry teachers, committee members and teacher consultants led to the following recommendations for improving the program in the future.

*Make House Bill 1706 to be more potent in effectively evaluating teachers, by developing behaviorally-defined standrds to determine the cut-off point between average (or better than average) and poor teacher. These standards should be based on research findings related to effective teaching. Below average teachers should repeat the Entry Year Assistance program.

*Enable teacher consultants to give large amounts of assistance early in the school year.

*Train entry teachers and consultants in classroom management skills, how to deal with parents, and how to teach with a limited amount of materials and supplies.

*Give beginning teachers a larger portion of supply money during their first year as some supplies can be reused from year to year.

*Train administrators and teachers in ways to work together to achieve good discipline -- include what is reasonable to expect from each other.

*Have entry teachers rate their teacher consultants and other committee members and send to staff development to influence choices in the future.

*Place entry teachers and teacher consultants as close as possible together in the building.

*Develop detailed expectations of both entry teachers and teacher consultants as teacher consultants play a major role in assisting and training new teachers,

*Insure that all committee members make the required numer of observations of their entry year teachers. Entry teachers reported that almost all (90%) of the teacher consultants made 3 or more observations of the entry teachers, but only two-thirds of the local adminstrators and three-fourths of the university representatives made the required three observations.

The main purpose of a new teacher certification process including the Entry Year Assistance Committee ought to be the improvement of the quality of education. As such, this is a goal that is attainable through the "formative evaluation" process. Formative evaluation should occur within the process of the assessment and feedback to the teachers. The assessment and feedback should give teachers concrete information to allow them to improve their teaching.

One vehicle for facilitating such improvement could be inservice training on effective methods. "Effective methods" should be strategies identified in local research as relating to specific student outcomes that are valued by the community and by the staff. Teachers need more than mere opinion about what methods to use; if they are being asked to implement specific teahing methodologies, they need to know that those methodologies have a good chance of producing desired effects. For too long, educational policy and practice has been swayed by mere opinion that is forcefully or attractively stated.

The correlations between teaching behaviors and student gains presented in the results section demonstrates the scientific basis or an inservice program for Entry Year teachers. Recommendations from those results could be incorporated into teacher training packets for presentation to future groups of inservice teachers. Students should be the ultimate beneficiaries, since implementation should lead to greater student gains.

What difference did the experience of having a formal Entry Year Committee make? Although the significant differences were few in number, they did form an interpretable body of results: teachers with the committee experience were more "interactive" with their students, somewhat more oriented toward academic content, and had higher rates of private, one-to-one contacts with students. Despite these differences, the students of teachers in the "committee" and "no committee" groups did not differ significantly on raw or adjusted achievement gain scores. And, teachers in the two groups were found to differ only on one of twelve principal ratings. The effect of the committee, therefore, seems to be detectable, although one could argue about the practicality or degree of meaningfulness of the observed differences.

The analysis of prinicipal ratings yielded interesting results. Basically, there was very little variation between participating entry year teachers on their ratings from their principals--nearly all teachers were given "H" and "S" ratings on nearly all 12 ratings scales. Also, what little variation was found did not relate to our observational measures or to student outcomes in any meaningful fashion. The policy makers of the district need to consider the implications of these results very carefully. What is the district trying to accomplish with principals' rating of teachers? And, how much variation should be "expected" on supposed measured of teaching performance? (Given the wide variation we have observed among teachers on every independently obtained mesurement, it seems unlikely that their "true" performance has such little "true score" variation.) If the purpose of the ratings is to give each teacher an egalitarian stamp of approval, then the current ratings system is adequate. If the purpose is to yield measures of teaching performance that relate to student outcomes and to teacher effectiveness, then the system needs revising.

This beginning teacher study has yielded provocative and interesting results. We hope that findings can be used to increase the quality of eduation for OCPS students.

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CONGRUENCE OF EDUCATOR'S PERCEPTIONS OF RELATIVE IMPORTANCE OF TEACHING COMPETENCIES

Katye M. Perry, Ph.D.
Oklahoma State University

Many studies have been conducted for the purpose of identifying, classifying, and/or defining competent teacher behaviors outside the realm of a specialized discipline. In most cases, both elementary and secondary teachers have been assessed against the same set of competency statements. However, when competencies have been identified that are unique to the elementary classroom teacher, most often the results are generalizable to specific grade levels, subject matter, and/or class size. Therefore, the research has been lacking in identifying those skills that are common among competent elementary teachers regardless of the specific settings in which they are employed.

It would also be erroneous to assume that the act of teaching is a straightforward, simplistic process. There are several factors, such as the educational philosophy(ies) that underlie acceptable classroom practices, classroom management techniques, instructional strategies, and interpersonal skills, which work together to create a conducive learning environment. However, it would appear that among the teacher competencies which define these factors, some would be more salient than others. It was therefore, the purpose of this study to determine if there are specific skills that are more critically important than other skills for competent teacher performance at the elementary level.

Secondly, because both teacher preparation programs and public school systems are in training and evaluative positions of the same populace, it is, therefore, imperative that their criteria for competent teacher performance be congruent. For instance, we now have evidence which suggest that the cooperating teacher serves as a strong role model for the student teacher, especially when the cooperating teacher is perceived as being competent by and supportive of the student teacher. When the philosophy and practices of the cooperating teacher are reflective of competent performance, as agreed upon by the teacher preparation institution, then a state of congruence exists between both groups. Therefore, the second question is: "To what extent do teacher education faculty members and personnel within the public school system concur regarding which competencies are critically important for the elementary teacher?"

Using the Entry-Year Observation Instrument, 48 competency statements were generated from the original list of 36 competencies that comprised that instrument. The extension of the list evolved since eight of the statements included a measure of more than one variable. Likewise, it was necessary to insure that the statements were mutually exclusive.

The final list of 48 competency statements was randomly divided into 3 forms in an effort to reduce the length of the questionnaire and increase the response rate. Therefore, 16 competency statements comprised each form of the questionnaire. The questionnaires were randomly assigned and mailed to 287 educators representing four populations. They were:

Subjects	Number Represented	% of Total Represented
Cooperating teachers who worked directly with OSU student teachers	45	44
Principals of elementary schools at which OSU student teachers completed their student teaching experience	18	18
Teacher education faculty members at OSU who supervise student teachers in elementary schools	9	9
Beginning teachers who are OSU graduates	30	29
Total	102	100

Using a 4-point Likert scale, the subjects were asked to rate the degree of importance of each competency statement by circling either 1 (VERY IMPORTANT); 2 (SOMEWHAT IMPORTANT); 3 (SOMEWHAT UNIMPORTANT); or 4 (NOT IMPORTANT).

The data were analyzed to answer two questions: (1) What behaviors are of critical importance for the competent performance of the elementary teacher? and (2) With respect to their professional positions, to what extent do these educators agree as to which competencies are of critical importance for the competent performance of the elementary classroom teacher? An examination of the combined mean responses of the four groups of raters across the three forms of the instrument revealed that 46 to 48 competencies are perceived as being "VERY IMPORTANT." The rating of only 2 of the statements was 2 or higher. These two statements were "sensitive to needs/feelings of others" (2.161); and "treats students fairly" (2.250). Both however, fell within the criterion of "somewhat important."

When the responses were compared on the basis of the professional positions of the raters, the results of the Kruskal-Wallis one-way analysis of variance showed no statistically significant differences among the ratings of 44 of the 48 competency statements. In an effort to identify the pair(s) of groups that differed significantly from one another in terms of the intensity of the importance of the competencies within each of the three forms, the Mann-Whitney U test was used. The results of these analyses indicated the following:

1. Elementary principals perceived that the demonstration of "appropriate behavior and composure" is significantly more important for the competent elementary teacher than cooperating teachers ($p<.05$), members of the college faculty ($p<.005$) or beginning teachers ($p<.005$) perceive it to be;

2. College faculty members perceive that "maintaining classroom discipline" is less important ($p<.01$) than either principals, beginning teachers ($p<.005$) or cooperating teachers ($p<.01$) perceive it to be;

3. In contrast, beginning teachers perceive that it is significantly ($p<.01$) more important for the competent elementary teacher to be "courteous/respectful" than either elementary principals or college faculty members do; and

4. Cooperating and beginning teachers indicated that the ability to "handle disruptive students effectively" was significantly ($p<.0005$ and $p<.01$, respectively) more important than the elementary principals indicated.

What do these findings suggest? First, the four competency statements that yielded significant differences among the four groups of raters were confined to the areas of professionalism and classroom management of the instrument. Regarding the observation of principals placing a higher degree of importance, than other raters, in terms of the elementary teacher demonstrating "appropriate behavior and composure," it has been found that the organizational climate in schools typically conforms to one that is bureaucratic in structure. Indications that the system is functioning as desired, is often manifested in the behavior patterns of members within the organization. With this rationale in mind, it possibly stands to reason that to a great extent, the behavior and composure of teachers and students could be viewed as a reflection of the quality and leadership style of the principal. In other words, principals may view the conduct of the teachers as a reflection of their own competence.

Secondly, it was found that college faculty members place a lower degree of importance on the ability to "maintain classroom discipline." While academicians have been criticized for not being aware of the "real" needs in actual classroom settings, and for advancing the use of fancy dysfunctional ideas (Evans, 1976; Lortie, 1975), it may be that they concur with the premise of Strom and Bernard (1982), who suggest that the need for control of external discipline becomes unnecessary as the needs and interests of the students are met.

In keeping with this same pattern of reasoning, it was surprising that elementary principals did not place as high of a degree of importance as beginning and cooperating teachers, on the ability to "handle disruptive students effectively." It has not been uncommon for classroom teachers to divert the responsibility of handling disruptive students to principals (Woolfolk & Nicolich, 1980). Consequently, it seems as though elementary principals, as much or even more so than cooperating and beginning teachers, would place a very high degree of importance on this competency in an effort to lessen the potential for negatively reinforcing this kind of behavior on the part of the student.

Finally, you will recall that beginning teachers placed a higher degree of importance than elementary principals and college faculty members on teachers being "courteous and respectful" in their interactions with students and colleagues. It is interesting to note at this point that both elementary principals and college faculty members could be viewed as assuming positions of authority. Nevertheless, the outcome of this finding continues to support the conclusion drawn from previous investigations (Fuller, 1969; Evans, 1976; and Woolfolk & Nicolich, 1980) in that beginning teachers continue to focus on their feelings of adequacy and need for personal acceptance and approval from their students, peers, adminsitrators, etc. While this difference in concerns was identified by Fuller (1969) as being characteristic of one of four stages through which the developing teacher passes, the influence they have on the performance of the beginning teacher continued to warrant the attention of those assigned the task of helping the beginning teacher make the transition from student to professional as smooth as possible. The absence or provision of this support system could result in a difference between helping teachers become highly competent without experiencing too many years for its development. Ameliorating the beginning teacher's feelings of adequacy or continuing to support the notion that their feelings are just part of the rite of passage trauma can make the transition from the role of beginning to experienced teacher smooth or strained.

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AN ASSESSMENT OF OKLAHOMA'S ENTRY-YEAR ASSISTANCE PROGRAM: A REPORT TO THE OKLAHOMA LEGISLATURE

White Paper Number 03
May 1984

Oklahoma Commission on Educational
Planning and Assessment

SUMMARY

During 1982 the Oklahoma Legislature made certain amendments to House Bill 1706. These amendments were included in the 1932 Oklahoma Session Laws, Chapter 342, Section 6, (HB 1465), in which the Oklahoma Commission on Educational Planning and Assessment was created. One of the specific charges in the Law specified the Commission should submit a report to the Legislature evaluating the effectiveness of the Entry-Year Program. During August, 1983, the Oklahoma Commission on Educational Planning and Assessment conducted a survey of 1,006 individuals participating in the first year of the Entry-Year Assistance Program. A total of 117 entry-year teachers, 135 teacher consultants, 115 school administrators, and 160 higher education representatives responded. The response rate was 55.9% on a self-administered mail survey. The respondents were randomly selected from official files of the State Department of Education. Each group in the Entry-Year Program was equally represented in the sample. The survey instrument was designed to allow anonymity of the respondent; therefore, no follow-up was possible.

Some of the major findings of the study are as follows: 1. Ninety-two percent of all respondents agreed that the Entry-Year Assistance Committees are an effective way to provide guidance and assistance to the entry-year teacher. 2. Eighty-eight percent of the respondents agreed that the observation instrument was a useful tool to provide information on strengths and concerns for the entry-year teacher's skills. 3. Sixty-one percent responded that meaningful parental input was not obtained regarding the application of skills for the entry-year teacher. 4. Eighty-six percent of the respondents agreed that the Entry-Year Committee process has provided an opportunity for meaningful communication with higher education representatives, school administrators, and teacher consultants. 5. Eighty-five percent of all the respondents agreed that the Entry-Year Assistance Program has contributed to the success of the entry-year teacher. 6. Ninety-seven percent of the respondents agreed that the entry-year teacher was regularly informed of strengths and weaknesses throughout the year. 7. Forty percent of all respondents did not attend an orientation program designed to prepare for the Entry-Year process. 8. The priority order of the member most responsible for keeping the Entry-Year Assistance Committee on task was A. school administrator B. higher education representative, and C. teacher consultant. 9. The most important contribution of both the teacher consultant and higher education representative was considered to be general support of the entry-year teacher, while for the school administrator it was coordination of logistics. 10. The single greatest strength of the Entry-Year Assistance Program was reported to be general support of the entry-year teacher. 11. The two major responses regarding weaknesses cited in the Entry-Year Program were that no weaknesses existed and the Entry-Year Program needs some changes. 12. The entry-year teachers responded at a very high level of agreement that all three members of the committee made a fair assessment of the performance of the entry-year teacher. 13. The entry-year teachers responded that the teacher consultant was the member of the committee that provided the most valuable assistance.

Reported by Kenneth L. King
Executive Secretary, Oklahoma Commission on
Educational Planning and Assessment

Survey results tabulated by
Quantum Research Group, Inc.
on behalf of the
Oklahoma State Regents for Higher Education

INTRODUCTION

During 1980, the Oklahoma Legislature developed a comprehensive piece of legislation dealing with teacher education programs, certification, and staff development. The legislation was developed through almost a year's work by the Interim Joint Education Committees and the Legislature. Input was received from parents, teachers, administrators, deans of colleges of education, and other interested parties. As a result of this input and a tremendous effort on the part of many people, House Bill 1706 became law on June 10, 1980.

House Bill 1706 establishes qualifications of teachers and administrators in the accredited schools of Oklahoma. Through amended licensing and certification requirements, the legislative intent was to ensure that teachers and administrators of demonstrated ability provide the education for children of Oklahoma.

House Bill 1706 specifies the development by the State Department of Education of an Entry-Year Assistance Program for beginning teachers. The beginning teacher (referred to as the entry-year teacher with zero years classroom teaching experience) is guided and assisted by an Entry-Year Assistance Committee. The committee consists of a teacher consultant, a school administrator, and a higher education representative. At least one member of the Entry-Year Assistance Committee must have expertise and experience in the teaching field of the entry-year teacher.

The rules and regulations pertaining to the program along with an observation instrument was approved by the Professional Standards Board and adopted by the State Board of Education. Each Entry-Year Assistance Committee uses the observation instrument to serve as a standardized reporting format to facilitate the guidance and assistance provision of the program as well as to evaluate the entry-year teacher for a certification recommendation. The Entry-Year Assistance Committee members are requested to respond to the strengths,

concerns, and recommendations in the areas of human relations, teaching and assessment, classroom management, and professionalism. Meaningful parental input is another criterion for evaluating the entry-year teacher's performance.

The Entry-Year Assistance Committee is charged with the responsibility of making a recommendation to the State Board of Education as to whether or not the entry-year teacher should be certified to teach. At the end of the first year under the Entry-Year Assistance Program the Entry-Year Assistance Committee either recommends the entry-year teacher for certification or determines that the beginning teacher serve an additional year under the Entry-Year Assistance Program. Should the recommendation be for a second year, the entry-year teacher is not required to serve under the same Entry-Year Assistance Committee. At the end of the second year, the committee either recommends certification or noncertification.

HISTORICAL BACKGROUND

During 1982 the Oklahoma Legislature made certain amendments to House Bill 1706. These amendments (included in the 1982 Oklahoma Session Laws, Chapter 342, Section 6, HB 1465) also created the Oklahoma Commission on Educational Planning and Assessment. This Commission serves the Education Committees of the House of Representatives and the Senate in an advisory capacity. The membership of the Commission represents a large segment of the education community as well as lay citizens. The twenty-eight members of the Commission serve at the pleasure of the Speaker of the House of Representatives and President Pro-Tempore of the Senate.

During March of 1983, the Speaker of the House of Representatives and President Pro-Tempore of the Senate appointed the members of the Commission. A most significant factor facing the new Commission was that there were no funds allocated to conduct Commission affairs. Nevertheless, the appointed members developed an organizational structure resulting in an operating procedure and a constitution. The members have voluntarily made individual monetary contributions in order to fund the routine operations of the Commission.

House Bill 1465 charged the Commission to develop a survey instrument which would allow Entry-Year Teachers an opportunity to express their views concerning the effectiveness of the Entry-Year Assistance Program. House Bill 1465 specified that the Commission submit an initial report to the Legislature by January 1, 1984, evaluating the effectiveness of the Entry-Year Program. However, the late appointment of the members and the time required to develop an organizational structure did not allow sufficient time to accomplish this charge before May, 1984. After a long discussion regarding the charge to evaluate the effectiveness of the Entry-Year Assistance Program, the Commission appointed a sub-committee to develop the draft document to be presented to the group for approval. After several meetings, the sub-committee presented the survey instrument and procedures to the Commission for approval during July of 1983.

During the 1982-83 school year 1,006 entry-year teachers were involved in the Entry-Year Assistance Program. Nearly twice that number of beginning teachers were employed in Oklahoma Schools, however, many were exempt from the provisions of House Bill 1706. The survey design specified that the instrument would be sent to a randomly selected population drawn from official files of the State Department of Education. The instrument was designed to protect the anonymity of the respondent, therefore, preventing follow-up of instruments not returned. The members on the Commission voluntarily contributed the work necessary to get the survey instrument typeset and ready for printing. The State Regents for Higher Education assisted the Commission in the printing of the instruments. Commission members properly sorted all questionnaires to be sent to the respondents in the appropriate envelopes. At this point the Commission reached a crisis situation. The mailing and tabulation of results required the expenditure of several hundred dollars that the unfunded Commission did not have. Fortunately, the State Regents for Higher Education, which has membership on the Commission, volunteered to coordinate the mailing and also facilitate the analysis of the responses to the questionnaires through contractual arrangements with Quantum Research Group, Inc.

IMPLICATIONS FOR THE FUTURE OF EDUCATION (ENTRY-YEAR SURVEY)

During August 1983, the Oklahoma Commission on Educational Planning and Assessment conducted the random survey of the 1006 individuals participating in the first year of the Entry-Year Assistance Program. A total of 117 entry-year teachers, 135 teacher consultants, 115 school administrators, and 160 higher education representatives responded. The response rate of 55.9%, considered quite high on a self-administered mail survey, represents a strong representative sample base of the 1982-83 Entry-Year Assistance Program. The major findings of the study are as follows:

Effectiveness of the Entry-Year Assistance Committee: When asked if Entry-Year Assistance Committees are an effective way to provide guidance and assistance to the entry-year teacher, 92% of the total respondents agreed. Entry-year teachers agreed slightly lower than the average at 87%.

Usefulness of the Observation Instrument: Eighty-eight percent of all respondents agreed that the observation instrument was a useful tool to provide information on strengths and concerns of the entry-year teacher's skills. Higher education representatives agreed slightly lower than the average at 83%.

Parental Input: The respondents were generally critical of the level of parental input, viewing it as inadequate. Sixty-one percent responded that meaningful parental input was not obtained regarding the application of skills of the entry-year teacher. The percentage of respondents who felt that meaningful parental input was inadequate was 83% (higher education) to 52% (school administrators).

Meaningful Communication With Higher Education Representatives, School Administrators, and Teacher Consultants: Overall, 86% of the respondents agreed that the Entry-Year Committee process gave the entry-year teacher an opportunity for meaningful communication with higher education representatives, school administrators, and teacher consultants. Entry-year teachers responding to this question placed the committee members in the following priority in providing an opportunity for meaningful communication: (1) teacher consultants (91%), (2) school administrators (85%), and (3) higher education representatives (79%).

Entry-Year Assistance Program Relating to the Success of the Entry-Year Teacher: Eighty-five percent of all the respondents agreed that the Entry-Year Assistance Program contributed to the success of the entry-year teacher. Entry-year teachers had the lowest percentage of agreement (69%) and higher education representatives agreed at the highest percentage (92%).

Appraisal of the Entry-Year Teacher's Program Throughout the Year: Ninety-seven percent of all the respondents agreed that the entry-year teacher was regularly appraised of progress throughout the year, i.e., informed of strengths and weaknesses. Of all respondents, 94% agreed that the Entry-Year Assistance Committee members worked effectively together and 96% agreed that the members followed all the procedures and timetables for the program. There was a general concensus (93%) that the number of committee meetings and the number of observations made were adequate.

Orientation Training Program for Members of the Entry-Year Assistance Program: Forty percent of all the respondents did not attend an orientation program of any type designed to prepare individuals for participation in the entry-year process. The highest percentage attending orientation programs were higher education representatives (88%) with the lowest percentage being entry-year teachers (40%). Of those not attending an orientation program, 51.5% would have preferred to have been involved in one.

Member Most Responsible for Keeping the Entry-Year Assistance Committee on Task: When asked as a total group which person did the most to keep the Entry-Year Assistance Committee on task, the respondents replied 1. school administrator (42%), 2. higher education representative (33%), 3. teacher consultant (23%), and 4. entry-year teacher (2%). Almost 100 respondents chose not to answer this question.

Teacher consultants responded as to which person did the most to keep the Entry-Year Assistance Committee on task in the following order: 1. school administrator (45%), 2. teacher consultant (29%), 3. higher education representative (25%), and 4. entry-year teacher (1%).

School administrators responded as to which person did the most to keep the Entry-Year Assistance Committee on task in the following order: 1. school administrator (54%), 2. higher education representative (25%), 3. teacher consultant (19%), and entry-year teacher (2%).

Higher education representatives responded as to which person did the most to keep the Entry-Year Assistance Committee on task in the following order: 1. higher education representative (45%), 2. school administrator (40%), and 3. teacher consultant (15%).

Entry-year teachers responded as to which person did the most to keep the Entry-Year Assistance Committee on task in the following order: 1. higher education representative (34%), 2. school administrator (32%), 3. teacher consultant (30%), and 4. entry-year teacher (4%).

Most Important Contributions of Individual Committee Members: The most important contributions of the teacher consultant according to all respondents were: 1. general support (48%), 2. technical assistance in classroom management (24%), and 3. the sharing of ideas and providing feedback to the entry-year teacher (14%). The most important contributions of the school administrator were: 1. coordination of logistics (28%), 2. general support (20%), and 3. administrative support (20%). The most important contributions of the higher education representatives were: 1. general support of the entry-year teacher (20%), 2. technical instruction in subject matter (17%), 3. observation of the entry-year teacher (12%), and 4. coordination of logistics (12%).

Greatest Strengths of the Entry-Year Assistance Program: The greatest strengths of the Entry-Year Assistance Program according to all respondents were: 1. general support (59%), 2. the sharing of ideas and providing feedback (12%) and personal consultation (9%). Entry-year teachers responded that the greatest strengths of the program were: 1. general support (37%), 2. to share ideas and provide feedback, and personal consultation (10%).

Major Weaknesses in the Entry-Year Assistance Program: Unlike other items on the survey instrument, approximately one-third of the respondents chose not to answer this item. Of those who responded, 17% indicated there were no weaknesses. The major weaknesses cited were: 1. the Entry-Year Teacher Program must change (15%), 2. the higher education representative was not helpful (9%), 3. improve communications (8%), 4. allocation of time (7%), and 5. entry-year teacher not organized (6%).

Assessment of the Entry-Year Teacher Based on Three Observations: Based on the three observations, the entry teachers responded 97% that the teacher consultant made a fair assessment of their performance as an entry-year teacher; 96% felt the school administrator made a fair assessment of their performance; and 88% felt the higher education representative made a fair assessment.

Member Providing the Most Valuable Assistance: When asked which committee member provided the most valuable assistance, the entry-year teachers responded 1. teacher consultant (64%), 2. higher education representative (22%), and 3. school administrator (14%).

When asked if the teacher consultant was a valuable member of the Entry-Year Assistance Committee, 70% of the total responded. Of those responding, 94% agreed that the teacher consultant was a valuable member of the Entry-Year Assistance Committee. Ninety-five percent agreed that the teacher consultant provided guidance and assistance when needed.

When asked if the school administrator was a valuable member of the Entry-Year Assistance Committee, 75% of the total responded. Of all respondents, 91% agreed that the school administrator was a valuable member of the Entry-Year Assistance Committee. Only 77% of entry-year teachers agreed that the school administrator was a valuable member of the Committee.

When asked if the higher education representative was a valuable member of the Entry-Year Assistance Committee, 67% of the total responded. Of all respondents, 82% agreed that the higher education representative was a valuable member of the Committee.

Action by Committee Members if Given Sole Responsibility: Only 28% of the teacher consultants, school administrators, and higher education representatives responded when asked if they had sole responsibility, would they have made the same decision regarding the recommendation for certification or second-year as that made by the Committee(s) on which they served. Of those responding, 97% agreed that they would have.

Written Comments by Respondents: The respondents were asked to write in additional comments regarding the Entry-Year Committee process. Of the 206 that responded, 74 stated the program was good, 36 indicated that the program must change, 11 replied that the higher education representative was not helpful, and 11 reported that the entry-year teacher is low priority. The remaining responses were quite small in number and are not summarized.

POTENTIAL POLICY ACTION

The overall findings of the Entry-Year Program Survey indicate a generally positive acceptance of the program. In only one area of the study was there significant agreement of all members of the committee on a program component that was not regarded as favorable.

The study revealed that 40% of all the respondents did not attend an orientation program of any type designed to prepare individuals for participation in the Entry-Year process. The highest percentage attending orientation programs were higher education representatives (88%) with the lowest percentage being entry-year teachers (40%). Of those not attending an orientation program, 51.5% would have preferred to have been involved in one. **Consequently, the Commission recommends that all members of the Entry-Year Assistance Program participate in an orientation program prior to service on an Entry-Year Assistance Committee and that special attention be given to orientation of the entry-year teacher. The Commission recommends that the Professional Standards Board develop such a policy to be effective for the 1984-85 school year.**

Eighty-five percent of all the respondents agreed that the Entry-Year Assistance Program has contributed to the success of the entry-year teacher. As a single group, entry-year teachers had the lowest percentage of agreement at 69%. **The Commission recommends that the orientation program for the first-year teacher contain a strong segment which emphasizes and seeks to communicate to the entry-year teacher the developmental and supportive intentions of the first-year program.**

The respondents were generally critical of the level of parental input and viewed it as inadequate. Sixty-one percent responded that meaningful parental input was not obtained regarding the application of skills of the entry-year teacher. The respondents disagreeing range from 83% for higher education respondents to 52% for school administrators. This particular component of the survey has the most unanimous agreement of all members of the committee regarding the level of the program that is viewed as inadequate. **It is recommended that additional study be conducted in this phase of the program to provide a more meaningful level of parental input. The Commission recommends that the Professional Standards Board redesign this segment of the Entry-Year Program and submit it to the State Board of Education for approval and implementation.**

The findings of the survey regarding which person on the committee did the most to keep the Entry-Year Assistance Committee on task needs clarification. The responses were quite varied as they relate to individual committee members. This particular question could have been assessed more realistically if a question had been asked regarding which member of the Entry-Year Assistance Committee was the chairperson.

If such a study were repeated at a future time, it would be quite important for the school administrator and the higher education representative to address their responses to a specific Entry-Year Committee for a single entry-year teacher. It is quite likely that the school administrator and the higher education representative might have served on more than one Entry-Year Assistance Committee. Therefore, the questions relating to members of these two groups are regarded to have been answered in a generic manner. For members serving on more than one committee, there was no way to determine if the response was for one particular committee or a general conclusion about all of them.

The results of this survey appears to speak very favorably concerning the Entry-Year Assistance Program. **The Commission makes a final recommendation that the Legislature consider a specific appropriation to the Commission for continued assessment of the Entry-Year Assistance Program as well as other programs that fall under the umbrella of H.B. 1706 and that the Commission on Educational Planning and Assessment be continued and charged with a longitudinal evaluation of the Entry-Year Program and other matters related to H.B. 1706.**

Teacher Consultants: How Do They Impact Upon Beginning Teachers?

Martha Combs
Oklahoma State University

In an effort to promote successful entrance into the teaching profession, beginning teachers in Oklahoma are provided with Entry Year Assistance Committees (EYACs). Each committee is composed of an administrator, a representative from an institution of higher education and an experienced teacher, or teacher consultant, whose area of expertise is similar to that of the beginning teacher.

The EYAC members provide support through supervision during the entire first year of teaching. Traditionally, supervision has been intended to improve the teacher's classroom instruction and promote what are considered to be effective teaching behaviors (Goldhammer, 1969; Mosher & Purpel, 1972; and Acheson & Gall, 1980). Assistance provided to beginning teachers in Oklahoma by EYAC members has this same intention.

Goldhammer (1969) envisioned supervision as a face-to-face relationship between professionals that focused on the teacher's actual behavior in the classroom, encouraging movement toward self-initiated and self-regulated inquiry and analysis of teaching. Observations by EYAC members potentially can have this impact. Through careful supervision of the entry year teacher, EYAC members have the opportunity of developing in the beginning teacher a conviction that teaching, when viewed as an intellectual and social act, is subject to intellectual analysis as suggested by Mosher and Purpel (1972).

Impact of EYAC Members

If EYAC members have the potential to impact upon the entry year teacher through the supervisory role, which member has the greatest impact upon the entry year teacher? Results of a state-wide survey conducted in 1984 may help address the question of impact of EYAC members.

Entry year teachers identify the teacher consultant as a significant influence. In a report by the Oklahoma Commission on Educational Planning and Assessment, results of a survey of 117 entry year teachers revealed that 64% of the new teachers felt that the teacher consultant provided the most valuable assistance during the school year (Oklahoma Commission on Educational Planning and Assessment, 1984). In contrast, only 22% of the entry year teachers rated the assistance provided by the higher education representative as most valuable, with 14% of the teachers identifying the school administrator as most valuable.

Of all the EYAC members, the teacher consultant spends the greatest amount of time with the beginning teacher. A minimum of 72 hours of assistance by the teacher consultant is required during the entry year. No other EYAC member is required to meet this expectation. Thus, the teacher consultatant has the potential to have a significant impact upon the beginning teacher by virtue of contact time.

The amount of contact time between entry year teachers and teacher consultants becomes very important when the process of improving instruction is considered. Improvement of instruction, which should be the primary goal of supervision, is not accomplished quickly. McFaul and Cooper (1984) explain that "raising awareness of teaching patterns, analyzing their implications, and planning new approaches requires a sustained effort " (p. 8). Of all EYAC members, the teacher consultant has the greatest opportunity to provide the sustained effort required to improve the entry year teacher's instructional effectiveness.

Teacher consultant seems to be the EYAC member having the most significant impact upon the entry year teacher. To study the nature of that impact, results of interviews with entry teachers are reported.

Interviews with Entry Year Teachers

While conducting interviews with entry year teachers in the spring of 1984, the writer had the opportunity to explore relationships between teacher consultants and entry year teachers. From 48 entry year teachers at the elementary school level, who were supervised by a higher education representative from Oklahoma State University, a sample of 16 teachers was randomly selected to be interviewed and each agreed to participate.

Through the telephone interviews, the writer was able to discuss decisionmaking processes utilized by each of the new teachers. Of particular interest were the factors that influence instructional decisions in the planning and implementation of the reading program, including the impact of individual EYAC members.

The initial interview question focused upon decisions made prior to and during reading instruction and why each particular decision was made. Depending upon the responses of the entry year teacher, the writer probed for the source of each decision. The new teachers often had difficulty verbalizing reasons for certain decisions. When this occurred, the writer discontinued the interview temporarily, allowing time for reflection. The interview was then resumed within a few days.

Prior to reading instruction, entry year teachers reported making decisions concerning placement of children, instructional materials, basic organization of reading groups, pacing of the groups and instructional techniques. Overwhelmingly, these decisions were made because of the new teacher's

perceptions about school philosophy, policies and procedures. The teacher consultant was seen as person seen as most responsible for communicating those policies and procedures. Rarely was the content of college methods classes identified as the reason for particular instructional decisions.

To the entry year teachers, the teacher consultant seemed to symbolize the direction that was considered appropriate. In almost all instances, the principal had communicated to the new teacher that the teacher consultant should be his/her main source of direction. For planned decisions, those made prior to reading instruction, the entry year teachers looked to the teacher consultant.

During reading instruction, the time when spontaneous decisions must be made, the influence of the teacher consultant did not seem to be a major factor. If feedback from students suggested difficulty with a task, the entry year teacher usually chose to either complete the activity as previously planned or to end the activity before its actual completion.

The entry year teachers responded that they were least comfortable with decisions made in the midst of instructional activities. They felt that they lacked the expertise to make such spontaneous decisions and did not have time to consult other sources, especially the teacher consultant.

The results of another survey conducted at Oklahoma State University in 1983 by Broeren and Koetting, the results of which are unpublished at this time, revealed that teacher consultants do spend a great deal of time in supervision-related activities with entry year teachers. When asked to rank order seven activities related to instruction in which time was spent with entry year teachers, 52% of 140 teacher consultants responded that observing and critiquing classroom teaching was the activity requiring most of their time.

The remaining six activities in which teacher consultants were involved related to EYAC responsibilities, in ranked order, were classroom management and organization (18%), discipline (11%), securing materials for teacher use (7%), lesson planning (5%), diagnosis and use of evaluation to plan instruction (3.5%), and incorporating supportive services into the classroom program (3.5%). The significant difference in responses between the top ranked activity and the six remaining activities raises a question for educators involved in EYACs. Are the teacher consultants prepared for the supervisory role in which they find themselves?

In the same survey, teacher consultants ranked three staff development needs significantly above four others needs. The teacher consultants expressed needs to develop a better understanding of their role expectations (50% ranked this item as number 1), communications skills needed to provide honest feedback to entry year teachers (23%) and providing formal/instructional classroom assistance (16%). The preceeding three items accounted for 89% of the rank one choices of the 140 teacher consultants surveyed. The teacher consultants expressed needs for training in skills that are vital for supervision of another professional adult.

Implications

Of all EYAC members, entry year teachers look most to their teacher consultants for direction during the initial year of teaching. Teacher consultants are seen by entry year teachers as the EYAC member who provides the most valuable assistance. Entry year teachers often feel that the teacher consultant communicates the school philosophy, policies and procedures through his/her behavior and feedback. In addition, teacher consultants were identified by the new teachers as impacting significantly upon instructional decisions.

Teacher consultants reported that a majority of their time was spent in observing and critiquing the classroom teaching of the entry year teacher. To better perform this function, the teacher consultants desired staff development training in role expectations, communication skills and instructional assistance skills.

The results of the combined studies suggest that, to maximize the effectiveness of the Entry Year Assistance Program, teacher consultants should receive careful training in the supervisory functions of their role. It cannot be assumed that all educators, regardless of instructional expertise, have the skills to successfully supervise another adult.

Therefore, the writer suggests that all experienced teachers who desire to serve as teacher consultants should participate in training in supervisory techniques. Each school should be represented so that wherever entry year teachers are employed experienced teachers will be available to provide informed supervision. Knowledge of supervisory techniques should be a prerequisite for serving as a teacher consultant because of the potential impact of the role.

Through H.B. 1706, educators in Oklahoma have had the opportunity to participate in a support system for beginning teachers. The effectiveness of the Entry Year Assistance Program may be enhanced by helping teacher consultants fully realize their potential in the supervision of entry year teachers. The intent of supervision should be to improve instructional effectiveness of teachers. Training in supervision may help teacher consultants better accomplish this task as EYAC members.

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VOCATIONAL AGRICULTURE ENTRY-YEAR TEACHERS' AND ENTRY-YEAR ASSISTANCE COMMITTEE MEMBERS' PERCEPTION OF THE OKLAHOMA ENTRY-YEAR ASSISTANCE PROGRAM (HB1706)

Jerry Barbee and Eddy Finley - Oklahoma State University

Introduction

The Entry-Year Assistance Program (EYAP) is a relatively new approach for improving the quality of teachers in Oklahoma. It was introduced by the Oklahoma Teacher Reform Act of 1980 (House Bill 1706), which was proposed to improve the quality of teachers in accredited schools through implementing additional licensing and certification requirements.

The licensed teacher must participate in the EYAP during the initial year of teaching in an accredited school. This is performed under the guidance and assistance of the Entry-Year Assistance Committee (EYAC) in order to qualify for an Oklahoma Teaching Certificate.

The primary purpose of this study was to determine the Vocational Agriculture Entry-Year Teachers' and the Entry-Year Assistance Committee Members' perceptions of the Oklahoma Entry-Year Assistance Program.

The results of this study should provide decision-makers and leaders in the field of Education with valuable information based on the respondents' perceptions of the Entry-Year Assistance Program in Oklahoma (specifically in Vocational Agriculture). It should also provide a baseline study for future related studies.

Objectives

1. To identify the Entry-Year Vocational Agriculture Teachers in Oklahoma and to document their perception of the Entry-Year Assistance Program.

2. To identify the Teacher Consultants of Entry-Year Vocational Agriculture Teachers and document their perception of the Entry-Year Assistance Program.

3. To identify the Administrators who served on the Entry-Year Assistance Committees for Vocational Agriculture Teachers, and document their perception of the Entry-Year Assistance Program.

4. To identify the Teacher Educators who served on the Entry-Year Assistance Committees for Vocational Agriculture Teachers, and document their perceptions of the Entry-Year Assistance Program.

5. To determine the involvement of the Entry-Year Assistance Committee in working with the Entry-Year Vocational Agriculture Teacher.

6. To determine whether or not those involved in the Entry-Year Assistance Program had received any orientation as it relates to the Entry-Year Assistance Program prior to becoming a part of the Entry-Year Assistance Program.

7. To determine whether or not the Entry-Year Assistance Committee provided needed assistance of the Entry-Year Vocational Agriculture Teacher as perceived by the committee members.

8. Based on the perception of the Entry-Year Vocational Agriculture Teacher, determine whether or not they received needed assistance from the Entry-Year Assistance Committee.

9. To determine the level of importance of the Entry-Year Assistance Program regarding the teachers' first year of teaching as perceived by the Entry-Year Assistance Committees and the Entry-Year Vocational Agriculture Teachers.

10. To determine the major strengths and major problems of the Entry-Year Assistance Program as perceived by the Entry-Year Assistance Committees and the Entry-Year Vocational Agriculture Teachers.

11. To determine whether or not meaningful parental input was a valuable consideration for determining certification of the Entry-Year Vocational Agriculture Teachers.

12. To determine whether or not the Entry-Year Assistance Committees and the Entry-Year Vocational Agriculture Teachers favor the continuance of the Entry-Year Assistance Program.

Procedure

A telephone interview was conducted of the Entry-Year Vocational Agriculture Teachers and the Entry-Year Assistance Committee members who were participants in the Entry-Year Assistance Program in 1982-83 and 1983-84 school years. Prior to the actual telephone interview, post cards were mailed to the participants, indicating the purpose of the study and approximately when they would be telephoned. Another purpose of forwarding post cards to the participants was to allow them time to consider relevant aspects pertaining to the forthcoming interview.

The population of this study consisted of Entry-Year Vocational Agriculture Teachers, Teacher Consultants, Administrators, and Teacher Educators. There was a total population of 212 participants of which 205 (96.69 percent) responded. The names and addresses of the population were provided courtesy of the offices of Teacher Education of Oklahoma State University, Cameron State University, Panhandle State University, and from the Entry-Year Assistance Program Coordinator for Vocational Agriculture, Oklahoma State University. Table I provides the distribution of the population by profession.

Table I
Frequency Distribution of Respondents by Profession

Profession	Population Size	# of Respondents	% of Respondents
Teacher Consultants	67	65	30.66
Administrators	64	62	29.24
Teacher Educators	14	14	6.60
Entry-Year Vo-Ag Teachers	67	64	30.19
TOTALS	212*	205	96.69

* Of the 212 individuals included in this study, two Teacher Consultants, two Administrators, and three Entry-Year Vo-Ag Teachers could not be located to be interviewed.

FROM WHOM DO YOU FEEL THAT YOU RECEIVED THE MOST ASSISTANCE DURING YOUR ENTRY-YEAR OF TEACHING?*

Response	N	%
Teacher Consultant	22	34.38
The Administrator	7	10.94
The Teacher Educator	21	32.81
Another First Year Teacher in Your School System	-	-
An Experienced Teacher Other Than the Teacher Consultant	4	6.25
Other	10	15.62
TOTALS	64	100.00

* Only the Entry-Year Vocational Agriculture Teachers were asked this question.

DID YOU RECEIVE ANY ORIENTATION AS IT RELATES TO THE ENTRY-YEAR ASSISTANCE PROGRAM PRIOR TO BECOMING A PART OF THE ENTRY-YEAR ASSISTANCE PROGRAM?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Yes	29	44.62	39	62.90	13	92.86	38	59.38	119	58.05
No	36	55.38	23	37.10	1	7.14	26	40.62	86	41.95
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

Findings Related to Data Collection

The following tables consist of the questions asked and a report of the findings of the data collected. Percentages are used in addition to frequencies to relate responses by profession and total responses. Based upon the findings, conclusions are reported in the section following the tables, as well as recommendations.

DO YOU FEEL THAT YOU RECEIVED THE NEEDED ASSISTANCE FROM YOUR ENTRY-YEAR ASSISTANCE COMMITTEE?*

Response	N	%
Definitely Yes	34	53.13
Probably Yes	23	35.94
Uncertain	2	3.12
Probably Not	2	3.12
Definitely Not	3	4.69
TOTAL	64	100.00

* Only the Entry-Year Vocational Agriculture Teachers were asked this question.

AS A MEMBER OF THE ENTRY-YEAR ASSISTANCE COMMITTEE, DO YOU FEEL THAT YOU PROVIDED THE NEEDED ASSISTANCE TO THE VOCATIONAL AGRICULTURE TEACHER?*

Response	Teacher Consultant		Admin-istrator		Teacher Educator		Totals	
	N	%	N	%	N	%	N	%
Definitely Yes	31	47.69	30	48.38	10	71.43	71	50.35
Probably Yes	33	50.77	28	45.16	4	28.57	65	46.10
Uncertain	-	-	2	3.23	-	-	2	1.42
Probably Not	1	1.54	2	3.23	-	-	3	2.13
Definitely Not	-	-	-	-	-	-	-	-
TOTALS	65	100.00	62	100.00	14	100.00	141	100.00

* The Entry-Year Vocational Agriculture Teachers were not asked this question.

FOR WHAT REASON DO YOU FEEL THAT THE ENTRY-YEAR ASSISTANCE PROGRAM IS IMPORTANT REGARDING THE TEACHER'S FIRST YEAR OF TEACHING?

Reasons	N = 65 Teacher Consultant		N = 62 Administrator		N = 14 Teacher Educator		N = 64 EYT		N = 205 Total	
	N	%	N	%	N	%	N	%	N	%
It Provided the Assistance Needed to Improve Classroom Management	24	36.92	7	11.29	3	21.43	11	17.19	45	21.95
It Creates a Feeling of Security on the Part of the Entry-Year Teacher	25	38.46	18	29.03	6	42.86	21	32.81	70	34.15
It Provides the Opportunity to Improve Teaching Methods	6	9.23	4	6.45	1	7.14	3	46.87	14	6.83
It Provides Information to the Entry-Year Teacher on His/Her Weaknesses and Strengths	3	4.61	2	3.22	1	7.14	9	14.06	15	7.32
Provides Opportunity for Consultation and Discussion of Problems	20	30.77	32	51.61	6	42.86	13	20.31	71	34.63
Other	5	7.69	2	3.22	-	-	2	3.12	9	4.39

* N varies because respondents could indicate more than one reason.

FOR WHAT REASON DO YOU FEEL THAT THE ENTRY-YEAR ASSISTANCE PROGRAM IS NOT IMPORTANT REGARDING THE TEACHER'S FIRST YEAR OF TEACHING?

Reasons	N = 65 Teacher Consultant		N = 62 Administrator		N = 14 Teacher Educator		N = 64 EYT		N = 205 Total	
	N	%	N	%	N	%	N	%	N	%
Does Not Provide the Assistance Needed to Improve Classroom Management	-	-	-	-	-	-	3	4.69	3	1.46
Creates a Feeling of Apprehension on the Part of the Entry-Year Teacher	3	4.61	-	-	-	-	2	3.12	5	2.44
Too Much Time Involvement in Reference to Other Activities	1	1.54	3	4.84	-	-	1	1.56	5	2.44
Lack of Importance as Viewed by the Entry-Year Teacher	-	-	-	-	-	-	6	9.37	6	2.93
Lack of Importance as Viewed by the Entry-Year Assistance Committee	-	-	3	4.84	1	7.14	1	1.56	5	2.44
Other	1	1.54	5	8.06	-	-	6	9.37	12	5.85

* N varies because respondents could indicate more than one reason.

WHAT DO YOU PERCEIVE TO BE THE MAJOR STRENGTH OF THE ENTRY-YEAR ASSISTANCE PROGRAM?

Major Strengths	N = 65 Teacher Consultant		N = 62 Admin-istrator		N = 14 Teacher Educator		N = 64 EYT		N = 205 Total	
	N	%	N	%	N	%	N	%	N	%
Assistance From the Teacher Consultant	12	18.46	14	22.59	1	7.14	9	14.06	36	17.56
Assistance From the Teacher Educator	2	3.08	1	1.61	1	7.14	7	10.94	11	5.37
Assistance From the Administrator	-	-	-	-	-	-	2	3.12	2	0.98
Guidance in Making Decisions	12	18.46	10	16.13	1	7.14	12	18.75	35	17.07
Moral Support that is Offered by the Committee	8	12.31	10	16.13	4	28.58	10	15.63	32	15.61
I Do Not Perceive Any Major Strengths	2	3.08	2	3.22	-	-	4	6.25	8	3.90
Assistance From Entry Year Assistance Committee (as a whole)	12	18.46	17	27.42	5	35.71	13	20.31	47	22.93
Assistance Resulting in Teacher Improvement	3	4.61	7	11.29	-	-	4	6.25	14	6.83
Other	14	21.54	1	1.61	2	14.29	3	4.69	20	9.75
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

WHAT DO YOU PERCEIVE TO BE THE MAJOR PROBLEM WITH THE ENTRY-YEAR ASSISTANCE PROGRAM?

Major Problems	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Total	
	N	%	N	%	N	%	N	%	N	%
I Do Not Perceive Any Major Problems	17	26.16	25	40.33	1	7.14	22	34.37	65	31.71
Insufficient Assistance From the Teacher Consultant	-	-	1	1.61	-	-	3	4.69	4	1.95
Insufficient Assistance From the Teacher Educator	5	7.69	-	-	-	-	4	6.25	9	4.39
Insufficient Assistance From the Administrator	-	-	1	1.61	1	7.14	-	-	2	0.98
Overall Assistance Was Insufficient	5	7.69	1	1.61	3	21.43	7	10.94	16	7.80
EYAC's Function Appears More Evaluative Than Instructional Improvement	1	1.54	1	1.61	1	7.14	-	-	3	1.46
Lack of Teacher Consultant and Administrator's Understanding of the Total Vo-Ag Program	7	10.77	1	1.61	1	7.14	7	10.94	16	7.80
Scheduling of Committee Meetings	4	6.15	5	8.07	-	-	5	7.81	14	6.83
Amount of Time Required	12	18.46	16	25.81	3	21.43	7	10.94	38	18.54
Other	14	21.54	11	17.74	4	28.58	9	14.06	38	18.54
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

DO YOU BELIEVE THE EVALUATION/OBSERVATION INSTRUMENT USED TO EVALUATE THE VOCATIONAL AGRICULTURE TEACHER'S PERFORMANCE PROVIDES A FAIR ASSESSMENT OF HIS/HER ABILITIES?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Definitely Yes	30	46.15	25	40.32	1	7.14	26	40.63	82	40.00
Probably Yes	32	49.23	35	56.46	10	71.43	33	51.56	110	53.66
Uncertain	2	3.08	1	1.61	-	-	-	-	3	1.46
Probably Not	1	1.54	1	1.61	2	14.29	3	4.69	7	3.42
Definitely Not	-	-	-	-	1	7.14	2	3.12	3	1.46
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

DO YOU FEEL THAT THE ENTRY-YEAR ASSISTANCE PROGRAM ASSISTED IN ALL MATTERS CONCERNING CLASSROOM MANAGEMENT?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Definitely Yes	38	58.46	35	56.45	8	57.15	30	46.87	111	54.15
Probably Yes	23	35.38	23	37.10	4	28.57	23	35.94	73	35.61
Uncertain	1	1.54	1	1.61	1	7.14	1	1.56	4	1.95
Probably Not	2	3.08	3	4.84	1	7.14	7	10.94	13	6.34
Definitely Not	1	1.54	-	-	-	-	3	4.69	4	1.95
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

DO YOU BELIEVE THE COMMITTEE MEMBERS PROVIDED REASONABLE OPPORTUNITY FOR THE VOCATIONAL AGRICULTURE TEACHER TO ADJUST AND IMPROVE AS THE YEAR PROGRESSED?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Definitely Yes	53	81.54	50	80.65	9	64.29	47	73.44	159	77.56
Probably Yes	11	16.92	11	17.74	4	28.57	15	23.44	41	20.00
Uncertain	-	-	1	1.61	-	-	1	1.56	2	0.98
Probably Not	1	1.54	-	-	1	7.14	1	1.56	3	1.46
Definitely Not	-	-	-	-	-	-	-	-	-	-
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

WAS MEANINGFUL PARENTAL INPUT A VALUABLE CONSIDERATION FOR DETERMINING CERTIFICATION?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Definitely Yes	33	50.77	26	41.94	8	57.14	15	23.44	82	40.00
Probably Yes	23	35.39	18	29.03	3	21.43	21	32.81	65	31.71
Probably Not	4	6.15	10	16.13	3	21.43	22	34.37	39	19.02
Definitely Not	5	7.69	8	12.90	-	-	6	9.38	19	9.27
TOTAL	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

WERE THE AREAS OF NEEDED IMPROVEMENT IDENTIFIED, AND WAS AN IN-SERVICE OR STAFF DEVELOPMENT PROGRAM FOR THE NEXT YEAR RECOMMENDED AT YOUR THIRD ENTRY-YEAR ASSISTANCE COMMITTEE MEETING?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Yes	18	27.69	21	33.87	5	35.71	10	15.62	54	26.34
No	47	72.31	41	66.13	9	64.29	54	84.38	151	74.66
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

DID THE TEACHER CONSULTANT SPEND THE REQUIRED 72 HOURS OF HIS/HER TIME, ABOVE THE OBSERVATION AND COMMITTEE TIME, IN PROVIDING ASSISTANCE TO YOU OR AN ENTRY-YEAR TEACHER?*

Response	N	%
Yes	38	59.38
No	26	40.62
TOTAL	64	100.00

* Only the Entry-Year Vocational Agriculture Teachers were asked this question.

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HOW IMPORTANT DO YOU PERCEIVE THE ENTRY-YEAR ASSISTANCE PROGRAM TO BE REGARDING THE TEACHER'S FIRST YEAR OF TEACHING?

Level of Importance	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Very Important	45	69.23	37	59.68	10	71.43	24	37.50	116	56.59
Important	16	24.62	19	30.64	3	21.43	28	43.75	66	32.19
Less Than Important	3	4.61	2	3.23	-	-	12	18.75	17	8.29
Unimportant	1	1.54	4	6.45	1	7.14	-	-	6	2.93
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

DO YOU FAVOR THE CONTINUANCE OF THE ENTRY-YEAR ASSISTANCE PROGRAM?

Response	Teacher Consultant		Admin-istrator		Teacher Educator		EYT		Totals	
	N	%	N	%	N	%	N	%	N	%
Strongly Favor	42	64.61	39	62.90	12	85.72	24	37.50	117	57.08
Tend to Favor	18	27.70	15	24.20	1	7.14	30	46.88	64	31.22
Uncertain	2	3.08	1	1.61	-	-	1	1.56	4	1.95
Tend to Oppose	3	4.61	2	3.23	1	7.14	6	9.37	12	5.85
Strongly Oppose	-	-	5	8.06	-	-	3	4.69	8	3.90
TOTALS	65	100.00	62	100.00	14	100.00	64	100.00	205	100.00

Conclusions

Due to the responses elicited, it was concluded more than one-half of the EYT's and Administrators and nearly all of the Teacher Educators had received orientation as it relates to the EYAP prior to becoming a part of the EYAP. However, less than one-half of the Teacher Consultants received orientation pertaining to the EYAP.

Based upon significant findings, it was concluded an overwhelming majority of the Teacher Consultants, Administrators, and Teacher Educators believed they provided needed assistance to the Entry-Year Vocational Agriculture Teacher. Likewise, an overwhelming majority of the Entry-Year Vocational Agriculture Teachers believed they received needed assistance from the Entry-Year Assistance Committee members and most of the assistance received was from the Teacher Consultant and the Teacher Educator.

It was further concluded, based on the responses of the Entry-Year Assistance Committee members and the Entry-Year Vocational Agriculture Teachers, the Entry-Year Assistance Program was either important or very important regarding the Teacher's first year of teaching. The major reasons they believed the EYAP was either important or very important are listed as follows: (1) Provided an opportunity for consultation and discussion of problems; (2) It created a feeling of security on the part of the Entry-Year Vocational Agriculture Teacher; and, (3) It provided the assistance needed to improve classroom management.

Other conclusions, drawn from the analysis of the findings, relate to the major strengths or problems of the EYAP. "Assistance from the Entry-Year Assistance Committee (as a whole)", "moral support", and "guidance in making decisions" were the major strengths. It was further concluded that the "amount of time required" was the major problem with the EYAP; however, more specifically, the Teacher Educators believed that "overall assistance of the EYAC was insufficient."

An overwhelming majority of the respondents interviewed believed the evaluation/observation instrument used to evaluate the Vocational Agriculture Teacher's performance provided a fair assessment of his/her abilities. Additionally, it was further concluded, an overwhelming majority of the respondents believed the EYAP assisted the Entry-Year Vocational Agriculture Teacher in all matters of classroom management.

Due to the responses elicited, it was concluded the Entry-Year Vocational Agriculture Teacher was provided reasonable opportunity to adjust and improve as the year progressed. It was further concluded meaningful parental input was a valuable consideration for determining certification of the Entry-Year Vocational Agriculture Teacher.

Based on the findings, it was concluded an in-service or staff development program was not recommended to the Entry-Year Vocational Agriculture Teacher (other than those normally provided by the local public school or the State Department of Vocational-Technical Education or the State Department of Education).

It was further concluded many of the Teacher Consultants did not spend the required 72 hours of his/her time, above the observation and committee time, in providing assistance to the Entry-Year Vocational Agriculture Teacher.

Based upon significant findings, it was concluded an overwhelming majority of the respondents favored the continuance of the Entry-Year Assistance Program.

There was sufficient evidence to conclude the respondents (including the Teacher Consultants, Administrators, Teacher Educators and Entry-Year Vocational Agriculture Teachers) basically possess like perceptions of the Entry-Year Assistance Program.

Recommendations

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations were made:

Since approximately one-half of the Entry-Year Vocational Agriculture Teachers and Administrators and more than one-half of the Teacher Consultants were not oriented prior to becoming a part of the Entry-Year Assistance Program, it was recommended that an orientation program be implemented in the local schools to familiarize public school administrative and teaching personnel with specifications of the Entry-Year Assistance Program. It was further recommended Vocational Agriculture Teacher Training Institutions implement an orientation program (concerning the Entry-Year Assistance Program) in order to familiarize prospective teachers with the specifications of the program.

Based on the conclusions that Teacher Consultants and Teacher Educators provided the most assistance to the Entry-Year Vocational Agriculture Teacher, it was recommended Teacher Consultants and Teacher Educators should continue their responsibilities of providing needed assistance. Additionally, the Administrators should not only continue their responsibilities of providing needed assistance, but should strive to devote more time to that particular responsibility.

Based on the conclusion the evaluation/observation instrument provides a fair assessment of the Entry-Year Vocational Agriculture Teacher's performance, it was recommended that the use of the instrument be continued. It was further recommended meaningful parental input continue to be a consideration for determining certification of the Entry-Year Vocational Agriculture Teacher.

Since in-service or staff development programs (which addressed the areas needed for Entry-Year Vocational Agriculture Teacher improvement) were not recommended at the final committee meeting by EYAC, it was therefore recommended by the investigators that the EYAC make such recommendations in the future.

It was further recommended that the Teacher Consultants spend the minimum 72 hours required providing guidance and assistance to the Entry-Year Vocational Agriculture Teacher.

Due to the conclusions that the Entry-Year Assistance Program provided: (1) an opportunity for consultation and discussion of problems, (2) a feeling of security, (3) assistance needed to improve classroom management, (4) moral support, and (5) guidance in making decisions (in addition to the respondents favoring continuance of the program) it was therefore strongly recommended the Entry-Year Assistance Program be continued.

Similar research should be conducted involving either other or all teaching professions in Oklahoma and the findings be compared to this research.

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RESEARCH RELATED TO

TO

OKLAHOMA TEACHER CERTIFICATION TESTS

Curriculum Examinations in Teacher Education

Dr. Kenneth Elsner, Chairperson, Department of Professional Teacher Education, Central State University, Edmond, OK 73034.
Dr. Odus Rice, Assistant Professor, College of Education, Central State University, Edmond, OK 73034.

Testing the teacher is not a newly discovered idea. As far back as Colonial times, school boards and later county superintendents administered both oral and written examinations to prospective teachers (Vlaanderen, 1983). The current movement for competency testing for teacher education, however, seems to date back to the 1970's, growing out of dissatisfaction by the American people with the public schools and the quality of education their children were receiving. Parents and other critics stepped up their demand that the schools return to the basics in the early 1970's. A term that drew heavy usage during that period was that of "accountability" (Rubenstein, 1982; Stodolsky, 1984). Part of the cause for alarm was the decline in student scores on nationally normed examinations as well as reports of illiterate graduates. As the competence of students came to be questioned, there were those who questioned the competence of the teachers who taught their children. The single most visible national response has been the adoption of state-mandated competency tests for the certification of teachers (Smith, 1984; Sandefur, 1983). One writer estimated that the teacher testing movement was supported by 85% of U.S. adults (Rubenstien, 1982). However, Gallup found the figure to be closer to 89% (Gallup, 1984; Kearns, 1984).

In earlier times the teaching profession was considered an honored profession, and members of it were given special status as being among the best educated in the society. Those attitudes do not today predominate. The dissatisfaction with public education extends even to the teacher education programs in colleges and universities (Hyman, 1984). Hathaway (1980) cited these reasons for finding incompetent teachers in our classrooms: Some of those attracted to schools of education and the teaching profession are of low or marginal ability; Standards for admission to or exit from teacher preparation programs are too low or too poorly applied to weed out incompetents; certification and selection processes fail to keep incompetents from the classrooms; Those already hired and teaching in the classrooms are not removed, even during probationary periods, because of weak evaluation systems; and Rarely is a poor teacher removed for incompetence after gaining tenure. He continues, stating, "The level of academic talent among those seeking and gaining admission to schools of education is lower than for any other field of study and is steadily decreasing as the more able potential applicants move to greener fields." The Scholastic Aptitude Test (SAT) scores of college-bound high school seniors planning to major in education in 1976 were below average by 34 points in the verbal area and 43 points in math (Hathaway, 1980). The national average SAT combined verbal and mathematical score is 893. the average for education majors is 813. A study has shown that the 1982 SAT scores for high school seniors expressing an intent to major in education fell below those intending to enter such areas as the arts, business, communications, biology, physics and the social sciences (Sikula and Roth, 1984). SAT scores of those who entered college in 1982, and who planned to teach had verbal and mathematic subtests, respectively, which were 32 and 48 points below the average scores of those who entered other fields. A gap of over 100 points was found to exist, in one state, between individuals who intended to teach and those who did not. The researcher stated that his study as well as those of others has shown that recruits to teaching after 1970 have been considerably lower in academic performance than typical high school and college students. Their findings, unfortunately, showed that even of those eventually entering teaching, the most intellectually capable are the least committed (Weaver, 1984). Students being admitted to schools of education are less talented academically than for any other field of study, and this number is steadily decreasing as the more able applicants move to other fields (Hathaway, 1980). The College Board's 1980 report of Scholastic Aptitude Test scores for college-bound seniors showed that the 6.1% of students who listed education as their chosen field of study had some of the lowest test scores. Other reports have documented low Graduate Record Exam scores and low overall grade point averages (Shields and Daniele, 1982). A report from the Council of Chief State School Officers issued in 1984 showed that in 1976, college seniors majoring in education ranked fourteenth of 16 college specilties on verbal skills and next to the bottom on tests of mathematical knowledge. Other studies have shown grade point averages of students in education to generally be higher than those of any other school or college on campus, but the measure of scholastic aptitude before admission to general education is usually lower (Pugach and Raths, 1983).

Studies involving those already in the teaching profession have included a New Mexico incident in which it was reported that none of the state's 136 bilingual teachers could pass a fourth-grade level Spanish examination. A Dallas study related results of teachers who took an intelligence test designed for individuals 13 years of age or older. This study showed that over half of the Dallas Independent School District's 535 new teachers for 1976-1977 failed the competency test. A Dallas newspaper gave results of administrators who took the test and scored even lower than a sample of high school students at a private school in North Dallas (Shields and Daniele, 1982).

All of these things combined, public perception of declining ACT and SAT scores, student competency, a lack of confidence in teachers and in the colleges and universities that have prepared them have led to the current movement toward the competency testing of teachers by state legislatures and by state departments of education.

Concentration of the testing has been led by the Southern half of the United States. The Southern Regional Education Board advocated the testing of teachers prior to 1979. That same board is now advocating the reciprocity of accreditation for teachers (Kearns, 1984; Sandefur, 1983). As of October, 1983, 30 states already were reporting some type of teacher assessment program. An additional 12 states were seriously discussing evaluation programs, and only 8 states reported no activity at all in this direction. Testing has originated with state departments of education in the great majority of states, with state legislatures mandating it in the remainder

(Sandefur, 1983). Oklahoma's legislature mandated-testing began in 1982 and, at least at the time of its beginning, was the most extensive criterion-referenced testing with 62 separate teaching area tests included, in addition to an umbrella exam and sub-area exams (Rubenstein, 1982).

Competency tests for teachers are generally considered to be paper and pencil tests designed to test knowledge in content areas and/or performance in the classroom (Flippo and Foster, 1984; Scherer, 1983). A few states such as Oklahoma, Georgia and South Carolina are attempting to determine minimal competence through measures to test general knowledge as well as performance in the classroom. The competency tests vary widely by state. Georgia, Oklahoma and Alabama have separate content knowledge tests for fields in which they certify teachers. South Carolina has used several content tests from the National Teachers Exam or NTE. They also have contracted for additional instruments. Florida uses a single test to measure professional knowledge regardless of teaching specialization.

Several state departments of education have contracted with educational testing companies (Flippo and Foster, 1984). Danzig (1983), as well as Elsner and Dronberger (1983), see the possibility of a concensus on teacher education and certification that would likely include three areas; those of a competency-based education program, job-related written exams requisite to certification, and active feedback and evaluation of instruction which would sometimes include an internship. The largest number of states require tests for basic skills. A slightly smaller number test for professional and pedagogical skills, and a smaller difference yet distinguishes those that test for academic skills. The current trend appears to be the use of some form of a nationally standardized test (Sandefur, 1983). The new program in Indiana has proposed the following areas for which to test: communication skills, general education, professional education and a knowledge of the subject matter areas in which the individual is to be licensed to teach (Sikula, 1984). Stedman (1984), reports a growing interest in criterion-referenced measurements.

The concept and practice of competency for teacher certification has not been without critics. Gallegos (1984), argues that regional needs and individual talents are not considered. He also feels the testing programs will divert pressure from curricular reform of basic skills—reform that is much needed in the public schools as well as the first two years of college programs. Hyman (1984) likewise says that teacher testing will take the focus off of such matters as examination of the curriculum, the social learning environment and basic skills needed now by students.

It has been argued that since the initiative for the movement came from state legislatures and boards of education, the position of educators has been weakened (Smith, 1984). One potential area for conflict is that of defining effective teaching. Sikula (1984) says this definition varies from school to school. Further, there is not concensus on what constitutes competency, how it is measured or when it ought to be developed. He questions how one discriminates between competencies that are necessary as opposed to those which would be helpful to have. Or, even more fundamental, how does one define the role of teacher (Hyman, 1984)? Sikula (1984) further objected to the use of any exam to the exclusion of other teacher selection criteria. He states that this is currently being done in Louisiana, Virginia and New Jersey. He further pointed to the fact that timed paper and pencil tests favor those experienced and adept at taking such exams.

Another danger is that of teaching toward tests. Smith (1984) points out that excellence in teaching has been operationally defined, in its narrowest sense, as a high score on a paper and pencil test. Also, Smith cites that there is little research to show a direct relationship between performance on paper and pencil tests and on-the-job competence. Stedman (1934) exhibited concern over both the predicitve ability of the tests and the validation of the examinations. He criticized using written tests alone as well as the use of arbitrary cut-off scores. Some things cannot be exhibited by paper and pencil testing. Hyman (1984) says that creativity and emotional maturity are two such attributes. It has been pointed out that there is little evidence to support the premise that performance on a teacher competency test is correlated with effective teaching (Pugach and Raths, 1982). They referred to a finding of a negative relationship between scores on the National Teachers Examination and the achievement of students. Those authors conclude that the current literature fails to support the key assumption that a distinction can be made between effective and ineffective teachers on the basis of tests available today. They warn that unless testing in the general knowledge domain is closely monitored, it could become an instrument of social policy restricting access to the teaching profession. The National Education Association has gone on record as being in opposition to the use of tests for determining certification, placement or promotion.

However, the organization does support research that would effectively and meaningfully evaluate a person's ability to teach (Scherer, 1983; Shields and Daniele, 1982).

Simms (1983), in a random sample of 500 Oklahoma teachers who currently are members of the Oklahoma Education Association, recorded the following results from the 112 useable returns: 75% felt the results of the competency exams would not provide a good measure of potential success of a person's classroom performance. Almost half thought the exams would not aid in insuring that the public schools could secure professionals competent in their subject matter areas. The majority, however, did feel that House Bill 1706 supported a commitment to preparing competent and qualified teachers.

Central State University
Teacher Competency Examination Results

The following is a composite of the competency examinations given for teacher certification at Central State University in the years 1982 and 1983. The figures will represent first time test-takers only, no repeats, and will represent individuals rather than cases. The total number of individuals included for this study was 493. Summaries will be given for the variables included.

Pass/Fail

With the cut-off score of 70, and 491 valid cases with two missing, 418 or 84.8% passed and 73 or 14.8% failed. These figures compare with a 60.6% pass rate and a 29.4%

failure rate for 1,903 persons taking the Arizona Teacher Proficiency Exam between July 1, 1981 and June 30, 1982 (Danzig, 1983). On the first series of Colorado's test, the pass rate for spelling and English was 62%, and pass rate for the mathematics section was only 48% (Frazier, 1983). On first administration of Louisiana's test in 1978, 502 or 950 graduates taking the test had a pass rate of only 53%. However, in August of 1982, 176 of 231 graduates taking the test passed for an improved pass rate of 76% (Kauchak, 1984). First administration of the exams in Oklahoma in 1982 reflected a 76% pass rate for 2,630 individuals (Morgan and Kliene, 1983). Central State University's pass rate for that same period was 80%. Other professions which require state exams in Oklahoma reported 1982 pass rates as 85% for the bar exam, 77% for the state nursing exam and only 19% for individuals passing all parts of the CPA exam (Elsner and Dronberger, 1983). Feistritzer (1983) said that test results give evidence that there may be a quality problem with people going into teaching. She cited, as an example, California's minimum competency test, which is a test that all students graduating with a bachelor's degree would be expected to pass. That test had a failure rate of 68% the previous year for persons taking it to secure a credential to teach. Florida had an 85% pass rate, Alabama, 81% and Georgia, 86%.

Test Takers by Sex

Females had a slight edge over males with a pass rate of 85.9%, n=329 as opposed to males with a pass rate of 82.1%, n=106, with two missing cases.

Test Takers by Age

The age range of 19-21 years had a pass rate of 78.6%, n=70 for the lowest pass rate of the four groupings. The range of 22-25 years had the largest number of individuals, n=255, and an 85.5% pass rate. The range of 26-35 years had the highest pass rate with 89.4% n=104. The oldest category, 36 years and above, had a pass rate of 83.6%, n=61. Two cases were missing.

Test Takers by Major

Several majors had a 100% pass rate, but each had a relatively small n. These included journalism, n=5; driver and safety education, n=2; librarian, n=5; Spanish, n=3; mathematics, n=9; geometry, n=1; trigonometry, n=1; biology, n=1; Oklahoma history, n=1, emotionally disturbed, n=1; mentally handicapped, n=1; accounting, n=2; business english, n=1; business machines, n=1; and English literature, n=1. There also were several areas, all with small n's, where the pass rate was 0. These included French, n=2; German, n=1; wood-working, n=1 and world literature, n=1. The largest area was elementary education, n=143 with a pass rate of 88.8%. The other two largest areas were special education, n=70 and a pass rate of 88.6% and health and physical education, n=65 with a pass rate of 84.6%.

Test Takers by Institution of Transfer

A total of 373 students had transferred hours to Central State University from other institutions. Students transferring from Junior College A had a passing rate of 83.7%, n=43; Junior College B, passing rate of 77.3%, n=22; other, 84.5% passing rate, n=116. Students from four-year institutions other than Central State had a pass rate of 87.9%, n=182. Students who attended Central State for the entire undergraduate period had a pass rate of 84.7%, n=118. Ten cases were missing.

Test Takers by Race

Pass rate for Caucasions was 88.2%, n=448; for Blacks, 44.4%, n=18; Hispanics, 40.0%, n=5; Asian, 100%, n=1; American Indian, 33.3%, n=6 and 15 cases were missing. State results according to race for the first year were: Caucasions - 77%, Blacks - 37%, Hispanics - 67%, and Oriental - 57%.

States using mandated competency testing have experienced disproportionate numbers of minority candidates being excluded from the profession. Smith states, "The one positive effect of the competency testing movement is that it should force the nation to face its greatest failure in education—the failure to understand minority achievement and to develop instructional delivery systems which are successful with minority youth" (Smith, 1984).

Test Takers by Total Hours

Mean total hours for those passing was 107.459, n=416 while mean total hours for those failing was only slightly higher at 110.479, n=73. There were four missing cases.

Test Takers by Transfer Hours

Mean number of hours transferred for those passing was 62.984, n=312 compared with the mean number of hours transferred by those who failed, 64.250, n=52. Nine cases were missing.

Test Takers by Area Hours

Only a slight difference appears for students on the basis of mean total hours in the area of concentration. For those passing, the mean total was 34.199, n=413, and for those failing, 35.479, n=71. Nine cases were missing.

Test Takers by Grade Average

Mean grade point average for students passing the exam was 3.148, n=416, and the mean grade point average for those failing was 2.776, n=72. Five cases were missing. In the study conducted by Morgan and Kliene (1983), they found grade point average to be the second best predictor, over-all, for passing Oklahoma's teacher competency exam. Danzig (1983) found high positive correlations to exist between grade point averages, both high school and college, and Arizona's competency exam scores. Shields and Daniele (1982) state that course grades and grade point average generally have shown low correlations with principal and supervisor ratings. However, they have shown considerably higher correlations between practice-teaching grades and principal and supervisor ratings. Stedman (1984) cited a review of 33 studies that indicated grades had little correlation with successful performance when grade point averages were compared to a supervisor's rating in teaching.

Test Takers by Area Grade Point Average

Mean grade point average for area of concentration was 3.371, n=413 for the passing group and 3.031, n=72 for

the non-passing group. Eight cases were missing. Sheilds and Daniele (1982), found college grade point average in a student's major area to be one of the most significant predictors of grades in student teaching. No reports were found to determine if the same would be true in predicting success on the teacher competency exams.

Test Takers by Reading Exam Score

Since the requirement of a reading examination score has been a relatively new addition to teacher education admission at Central State, only a small number of students in this study had taken the exam. Of the 70 students who took the test, 62, or 88.6% passed the competency examination for certification. Mean score on the reading exam for those passing was 124.016 compared to that of 93.125 for those failing the teacher competency exam. This is an area which will require further evaluation as numbers accumulate in order to determine its predictive potential.

ACT Scores

ACT scores are not available for most Central State University students. It would be helpful if this could be rectified for future enrollees. Morgan and Kliene (1983) in their study of Oklahoma's testing program were faced with the inavailability of ACT scores for large numbers of students. Of 2,630 individuals who took the competency examinations, 1,525 did not have ACT scores available. Their study reported ACT scores to be the best predictor, particularly for exams which seem most likely to reflect general cognitive ability. Danzig (1983) found ACT scores to be significantly and positively associated with competency exam scores. Similar findings were reported by Watkins and Stanford (1983).

Factors That Correlate With Test Scores

Through computation of the Pearson Correlation Coefficient, race was found to correlate negatively with the examination scores for the majors of Early Childhood, $r=-1.00$, $p < .001$: Elementary Education, $r=-.34$, $p< .001$; Distributive Education, $r=-1.00$, $p < .001$; Speech and Drama, $r=-.77$, $p< .01$; Social Studies, $r=-.42$, $p< .05$; and Special Education, $r=-.40$, $p<.001$.

Grade Point Average was found to be positively correlated with the examination scores in the majors of Elementary Education, $r=.25$, $p < .01$; Distributive Education, $r=.79$, $p< .05$; Speech Pathology, $r=54$, $p< .05$; and Special Education, $r=.38$, $p<.001$.

Area Grade Point Average also was found to be positively correlated with the examination scores for the majors of Elementary Education, $r=.33$, $p < .001$; Distributive Education, $r=.79$, $p < .05$; Art, $r=.69$, $p< .05$; Health and Physical Education, $r=.27$, $p < .05$; Speech Pathology, $r=.52$, $p< .05$; and Special Education, $r=.40$, $p .001$.

Reading scores were sparce, so it was not surprising that correlation with the examination scores was significant in only one area. Elementary Education showed a correlation of +.44, significant at the .05 level.

Age was found to be significantly correlated with examination scores in six of the majors. The correlations were positive in the following majors: Social Studies, $r=.51$, $p< 05$; Business Education, $r=.71$, $p<.05$; Industrial Arts, $r=.85$, $p< .05$; and Library Science, $r=1.00$, $p< .001$. Negative correlations were found for Science, $r=-.80$, $p<.01$; and Vocal Music, $r=-.75$, $p< 05$.

Pearson Correlation Coefficients revealed only four variables that were significant at the .01 level or lower. First, race was found to be negatively related to score on the examination with a correlation of -.27, $p< .001$. As might be expected, grade point average and area grade point average were found to be positively related to examination scores with correlations of .26 and .27, respectively, $p < .001$. The only other significant relationship found for the total group was that of reading score and score on the examination. That correlation was .36, significant at the .01 level.

Summary

Although a great deal of demographic data is available related to testing, additional study is needed to determine the best predictors of success on Central State University's teacher competency examinations. Work is currently on-going which will attempt to assess an assortment of variables through the statistical procedure of Discriminant Analysis.

Recommendations

Recommendations of a general nature have been offered by writers studying the over-all problems related to teacher competency examinations. Selected from among these are the following (Smith, 1984):

> Establish a national center to study minority achievement.
>
> Negotiate alternative use of standardized tests to identify, select and certify teachers.
>
> Promote state and national funding for developmental programs for minority and socioeconomically deprived youth.
>
> Develop state and national monetary incentives to draw talented young people into teaching.

Vlaanderen (1983) called for alternatives to candidate testing or for supplemental use with candidate testing such as the following:

> Raising admission standards for teacher education programs.
>
> Administering tests, at the end of the sophomore year, for literacy and computational skills or liberal education knowledge, thereby providing time for remediation or a change of major.
>
> Instituting internships.
> Providing continuing education.
>
> Strengthening the institutional accreditation process.

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Analysis of Oklahoma Teacher-Competency Exam Scores Correlated with the Examinee's Performance on Eight Academic Factors

Milton W. Lehr and George W. Garrett, Northwestern Oklahoma State University.

Nineteen eighty-four was the third year of competency testing of teacher education graduates in Oklahoma. Test results have produced a mixed reaction among educators, ranging from charges of discrimination to expressions of strong support. House Bill 1706 brought about four major changes in the preparation of teachers in Oklahoma. One of these changes was the requirement that all teacher candidates pass a state competency examination.

The long-term effects of HB 1706 will not be known for a number of years, but the effects of requiring the passage of a curriculum test has produced more immediate results. Between January 1981, and including the June 1984, testing period, a total of 18,221 curriculum tests were administered and 14,006 tests, or 76.9% achieved the required minimum passing score. These results also mean that 4,115, or 23.1% of the test scores failed to meet the established standard. Consequently, a substantial number of less qualiried candidates were denied entrance to the teaching field.

The contents of some subject area tests have either been revised or are currently under review. However, the darker visions of disaster that accompanied passage of the law in 1981, have failed to materialize. Despite severe budget cutbacks during 1983-84, competency testing is still fully underway for the third year, as is the entire 1706 package of which it was a part. Since the competency exam has now completed its second year, an analysis of the performance of teacher education graduates on the exam compared to their performance on other academic measurements has produced some interesting findings.

FINDINGS

Analysis of the first year results on the state competency exam indicates a wide discrepency in the passage rates of students graduating from both public and private colleges and universities in Oklahoma. The highest passing rate for an institution was 93.8% and the lowest was 65.1%. Special efforts have been made to identify those factors which best predict how well a teacher candidate is likely to perform on the curriculum exams. A total of eight factors, for which data were available, were correlated with the results of the candidate's performance on the state competency exam using a Pearson r. The results are shown in Table I.

Data analysis revealed that five of the eight factors included in the correlation were highly significant at the .001 level. Highest among these was the teacher candidate's college grade in the Orientation to Education Course. Approximately the same level of correlation was obtained from the individual's score on the Nelson-Denny Reading Test. The high correlations for this combination of factors may indicate that the student's level of motivation to teach, as reflected by performance in the orientation course, combined with his/her reading ability are the best predictors of later performance on the state competency exam. Both factors are available for students by the time they enter the third year of their college experience.

The next highest correlations resulted when the candidate's combined grade-point average and and their performance on the School and College Ability Test (SCAT) were correlated with their perfromance on the state test. Both of these factors are academic measures and the high level of significance indicates that the state competency exam is in fact a measure of the student's academic ability. How highly academic ability correlates with successful teaching might be open to question, but little doubt exists that it is academic ability that counts when taking the state competency exam. Ranking at about the same level of correlation as the SCAT was the American College Testing Exam (ACT). Both of these measures are standardized tests and are good predictors of the student's later performance on the competency exam.

The next highest factor correlating with the Student's performance on the state test was his/her grade-point average in the major subject area. While this measure was significantly correlated at the .01 level it was not as highly correlated as the preceding factors. This may indicate that while grade inflation may be decreasing, it does appear to still be present to some extent in the student's major subject area. However, it is still a good predictor of the individual's performance on the state exam. The only factor of the eight which did not prove to be significantly correlated with the state test at the .01 level of significance was the National Teachers Exam. This may simply reflect the fact that the NTE attempts to measure pedagogical knowledge, while the state exam is strictly a subject area examination. In conclusion, it would appear that the prospective teacher's level of motivation to enter teaching combined with his/her reading ability are the best indicators of later success on the Oklahoma State Competency Exam.

Table 1

Results of Eight Factor Correlations

With the State Competency Exam

Factors	N	r.	t-Score
Course Grade for Orientation to Education	76	.631	6.99**
Score on Nelson-Denny Reading Test	54	.630	5.85**
SCAT plus Overall Grade-Point Average	115	.439	5.19**
Overall Grade-Point Average	115	.396	4.58**

Level of Significance
** $P \leq .001$
* $P \leq .01$

Factors	N	r.	t-Score
School and College Ability Test (SCAT)	115	.375	4.30**
American College Testing (ACT)	79	.395	3.77**
Grade-Point Average in Student Major	115	.290	3.22*
Performance on National Teachers Exam	48	.362	2.63

Level of Significance
** $p \leq .001$
* $p \leq .01$

CHARACTERISTICS OF THE TEACHER EDUCATION STUDENTS AT OSU WHO TAKE THE OKLAHOMA TEACHER CERTIFICATION TESTS
A Summary 1982-1984

Steven K. Marks
Oklahoma State University

Introduction

In 1980, the Oklahoma legislature passed and the Governor signed into law House Bill 1706. One of the stipulations of the law is that curriculum examinations be developed and administered in every area of certification offered by the State Board of Education. The purpose of the examinations is to measure the academic achievement of each licensed teacher in the certification area he or she expects to teach. Every person who completes a teacher education program after January 31, 1982, is required to pass the standard score of 70 on the examination before being licensed.

At Oklahoma State University, each teacher education student in any of the five colleges who registers to take the examination must be admitted to the OSU Teacher Education Program and have most of the coursework completed in the teaching area the student plans to be certified in. The OSU student must also pass the curriculum test(s) in the student's major subject matter field before attempting any minor tests.

Statewide Profile

In order to understand how OSU Teacher Education students are performing on the state tests, it is informative to summarize what has occurred on the state level. From 1982-84, the percent of participation by public vs. private institutions has varied from 83% to 87% with an average of 86%.

Table 1
Oklahoma Curriculum Testing

Year	Public	Private
1982	83%	17%
1983	87%	13%
1984	87%	13%
Average	86%	14%

Looking only at the public institutions, the participation by teacher preparation institutions from 1982-84 varies from less than 1% to 23%. By 1984, almost 50% of the public institution participation has taken place among three institutions (OSU, NEOSU, and CSU).

Table 2
Tests Taken by Institutions—Public

Institution	1982	1983	1984
OSU	23%	15%	16%
NEOSU	13%	18%	19%
SWOSU	14%	11%	11%
CSU	12%	13%	13%
ECOSU	10%	9%	7%
SEOSU	8%	11%	10%
OU	8%	11%	11%
Cameron	6%	5%	5%
NWOSU	2%	2%	3%
USAO	1%	2%	2%
Panhandle	2%	2%	2%
Langston	1%	2%	1%

When considering the public institution pass rates, the major tests taken were separated from the minor tests taken. For major tests only, the range in 1982 varied from 19% to 89%, in 1983—71% to 88%, and in 1984—73% to 91%. When reviewing pass rates for each institution, it is helpful to also consider the number of tests taken.

Table 3
Statewide Pass Rate—Public

Institution	1982	N	1983	N	1984	N
OSU	82%	1119	82%	816	86%	848
NEOSU	68%	630	78%	988	77%	979
SWOSU	63%	673	82%	604	78%	552
CSU	80%	581	80%	754	77%	653
ECOSU	68%	460	71%	478	87%	348
SEOSU	71%	385	82%	606	82%	515
OU	83%	379	84%	637	82%	580
Cameron	82%	296	85%	265	74%	236
NWOSU	89%	97	88%	129	91%	147
USAO	72%	58	73%	124	75%	115
Panhandle	84%	91	72%	116	73%	102
Langston	19%	16	71%	90	79%	72
State Average:	76%		77%		82%	

Oklahoma State University Profile

At OSU, the number of tests taken has ranged from 111 to 398 for each testing session. This averages out to over 2 tests taken for each OSU student. About 40% of the OSU students take more than one test. The range for the number of tests taken are from one to eight. About 89% of the OSU students who take tests pass at least one test. This has remained about the same from 1982-84.

Table 4
Number of Tests Taken—OSU

Date		Total Tests	# Below 70	% Below
1982	Feb.	307	45	15%
	April	398	66	17%
	July	185	41	22%
	Oct.	229	49	21%
1983	Feb.	333	71	21%
	June	148	30	20%
	Aug.	111	16	14%
	Dec.	224	26	12%
1984	Feb.	247	37	15%
	June	224	34	15%
	Aug.	154	22	14%
	Dec.	223	25	11%

When reviewing the umbrella, or area test results from the 13 major programs at OSU, in 1984 only one area fell below the statewide area. The number of tests taken in each area should be considered.

Table 5
Major Areas
Pass Rates

	1982				1983				1984			
Test Areas	OSU	State		N	OSU	State		N	OSU	State		N
Early Child.	100	95	+5	20	94	86	+8	16	83	97	-14	6
Elementary	87	84	+3	149	99	94	+5	118	90	89	+1	126
Agriculture	78	79	-1	98	85	87	-2	41	96	95	+1	50
Health & PE	94	88	+6	51	86	81	+5	42	92	86	+6	36
Speech Path.	100	70	+30	11	100	72	+28	3	100	74	+26	5
Math	100	94	+6	17	100	94	+6	9	100	94	+6	7
Music	65	62	+3	20	64	69	-5	11	80	72	+8	7
Science	90	78	+2	20	94	89	+5	18	100	88	+12	24
Soc. Studies	41	36	+5	44	56	56	0	39	71	60	+11	28
Special Ed.	90	86	+4	59	99	92	+7	38	100	79	+21	19
Business	78	62	+16	18	79	76	+3	19	100	76	+24	18
Lang. Arts	100	97	+3	18	100	95	+5	11	100	96	+4	12
Home Econ.	96	95	+9	42	94	97	-3	17	100	97	+3	12

For those students who score below 70 on their first testing session, most try again the next testing period. In 1984, the students who scored below 70 represented all colleges who have a Teacher Education Program. The average GPA for students who failed was 2.86 (N=14) and for those who passed a GPA average of 3.25 (N=14). When reviewing ACT composite scores, the average for the group who failed a test was 15.1 (N=9), and the average for the group who passed the test was 21.0 (N=9).

In summary, OSU's participation in the Oklahoma Curriculum Testing Program is significant. OSU continues to have the most tests taken each year, and continues to rate near the top when considering tests passed.

OSU Teacher Education Programs continue to score above the state pass rate averages. Efforts should be made to investigate all test areas given and how they relate to the OSU student. This broad review helps identify where and how OSU Teacher Education Programs relate to other public institutions within the state. This type of effort should be done within each institution and shared at least on a yearly basis.

BEST COPY AVAILABLE

RESEARCH RELATED

TO

STAFF DEVELOPMENT AND PROFESSIONAL CONCERNS

"SUPERINTENDENTS' PERCEPTIONS OF STAFF DEVELOPMENT EFFECTIVENESS IN OKLAHOMA"

Robert E. Ford, Ponca City Public Schools

Rationale:

A staff development program is one important means of helping each individual educator to satisfy his or her needs for status, recognition, professional and personal growth, and to meet the classroom needs of students. Through significant legislative action, Oklahoma has taken the lead in developing guidelines and providing funding for staff development programs for all educators and school districts in the state. While many school districts across the state were thought to have begun some effective staff development activities, it was not until the mandated program through H.B. 1706 that staff development became a regulation to be met in all school districts in the state.

This study was conducted to determine the superintendents' perceptions of the effectiveness of staff development in Oklahoma. The effectiveness was determined by the method of clarifying district needs, parent and teacher involvement, program activities, program evaluation, and the impact on the quality of classroom experiences provided for students throughout the state.

A sample of school superintendents in Oklahoma was selected randomly to receive a questionnaire or to be surveyed by telephone or by personal interviews. This study involved the use of the data gathered from this population to determine the staff development effectiveness in Oklahoma.

Methodology:

The population for this study consisted of public school superintendents from independent school districts in Oklahoma. These superintendents represented four hundred fifty-eight independent school districts as identified in the Oklahoma Educational Directory - 1983-84.

Of the four hundred fifty-eight independent school districts in Oklahoma, it was determined that at least ten percent should serve as the research sample. Using random tables forty-six superintendents were selected randomly to provide an unbiased cross section of the population.

The instrument used to collect data for this study was a forty-six item questionnaire developed especially for this study. The questionnaire was validated for understanding, meaning, and clarity through selected school administrators, staff development committee members, and members of my graduate committee.

The questionnaire was sent to thirty-four superintendents selected randomly while an additional twelve superintendents were selected for interviews using the questionnaire as a base for the personal interview. The data collection procedures keyed on demographic information, the degree of involvement of the superintendent in local staff development and data dealing with program needs, program activities, program outcome and evaluations on a local basis.

Findings:

The superintendents perceive that every effort was made locally to adequately determine staff development needs through an assessment of parents, teachers, students, and administrators. The superintendents perceive the major objective of staff development program to be that of developing teacher skills for better classroom experiences for students. The superintendents perceive that a large number of activities are planned to meet the teacher needs but with little continuity or long-range plans given much thought. The superintendents perceive the alternative activities approved by some staff development committees to be of marginal or little value. The superintendents perceive that staff development has had little impact on student achievement but that visible classroom teaching techniques and practices have been evidenced.

The superintendents perceive that the evaluation process indicates that the local needs are being met through staff development and that evaluations are used to refine the program. The need for long-range evaluation is apparent, while less relevant activities are eliminated. Other findings indicate that superintendents do not, for the most part, feel threatened by the authority of the staff development committee.

Higher education instructors have been perceived to have made significant contributions to a better staff development program throughout the state. Most of their involvement has been as presenters for workshops but superintendents also perceive more of a consultant need in the future.

It is very evident that superintendents object to the additional stipend being paid for staff development. This additional money should be put in merit pay schedules or for more collaborative planning.

This study indicated that one weakness was the lack of local staff development activities for the administrators. Most administrators earn their points at meetings sponsored by the State Department of Education or the State Administrator Organizations.

Area for Further Study:

1. Superintendents need to be more involved in local staff development programs. The study indicates the more the superintendent is involved the more he sees the staff development program to be effective.

2. Use the evaluation data to refine the staff development program and use data to make long-range plans.

3. Each district should retain a higher education instructor on a consultant basis for planning, continuity, and overall direction for a more effective program.

4. Building principals need to continue to plan staff development for their staff members and not depend on the staff development committee.

5. More collaborative planning with adjoining school districts.

6. Consider the staff development committees being made up of equal numbers of teachers and administrators or supervisors.

TEACHER PROFESSIONAL IDENTITY AND JOB-LEAVING INCLINATION IN OKLAHOMA

by

Dr. Kenneth H. McKinley
Dr. Mary Meritt

INTRODUCTION

Teacher attrition and turnover in a time of scarce resources in public education have become a cause of concern to administrators and educational policy makers. This concern is understandable in view of the considerable planning, manpower, and related resources invested in teacher pre- and inservice training. These resources are perforce wasted in two ways, (1) on those job leavers who are supposed to benefit by them; and (2) on the local education systems and the school-age children they serve.

Oklahoma educators, like others nationwide, are concerned about this phenomenon and its effect on the quality of instruction in Oklahoma's classrooms. Additionally, the phenomenon may be a valid indicator of professional conflict in the American school system and a symptom of a much more serious and complex problem than previous studies have indicated. It is apparent that a major problem of the teaching profession is attracting and keeping skilled career teachers. The ultimate question for the profession is what changes, rewards, and/or programs are necessary to assure that the profession can attract, and retain, the best qualified professional educators. The ability of the state's common school system to attract and retain the quality and quantity of classroom teachers necessary to sustain the state's teaching force will go a long way in determining the future of the profession in elementary and secondary education in Oklahoma.

STATEMENT OF THE PROBLEM

The problem addressed by this study was to identify those primary variables which account for the inclination of Oklahoma classroom teachers to leave the profession permanently. The following questions were investigated:

1. What are the major intrinsic reasons why Oklahoma classroom teachers leave the profession permanently?
2. What are the major extrinsic reasons why Oklahoma classroom teachers leave the profession permanently?

DEFINITION OF TERMS

For the purposes of this study the following definitions will apply:

Extrinsic motivators or reasons are those factors which attract teachers away from the profession: marriage/family responsibilities, advanced educational study, job opportunities in the private sector, etc.

Intrinsic motivators or reasons are those teaching environment factors deemed to be present in the workplace: salary, working conditions, the work itself, a sense of achievement, pride, and recognition, etc.

METHODOLOGY

Since this was primarily a descriptive research effort, the major methodological research procedure utilized in this study to determine the opinions of the study participants as to why teachers leave the profession was that of reporting frequencies and percentages.

Also, a non-parametric statistic, Chi-square, was used to obtain evidence of significant relationships between selected independent variables (demographic characteristics) and the responses on the section of the mail questionnaire dealing with intrinsic reasons for leaving teaching.

Selection of the OTMQ Items

The first major step in the study methodology was the development of the Oklahoma Teacher Mobility Questionnaire (hereinafter known as the OTMQ) (See Appendix A). The OTMQ was developed based on an extensive review of the relevant literature. The items on the questionnaire were developed by utilizing statements and combinations of findings leading researchers have identified as reasons why teachers leave the profession permanently.

Part I of the OTMQ consisted of 18 items and was designed to obtain the extent of agreement as to the intrinsic reasons why teachers depart from classroom teaching. Part II of the OTMQ was comprised of 21 items designed to obtain extrinsic reasons for the permanent departure of teachers from the classroom. Part III of the questionnaire consisted of 11 items on respondent demographics. This section was designed to gather personal and educational information about the study participants in order to ascertain if any trends could be derived in profiling the population of teacher leavers in this study.

Three field test administrations of the questionnaire were conducted. A final draft revision of the OTMQ instrument was administered to 72 graduate students enrolled in classes in public school administration at Oklahoma State University who were asked to evaluate the instrument for clarity, representativeness, and quality of design.

Choice of Populations and Samples

Oklahoma's 617 independent and dependent school districts (1983) were arrayed by size, in descending order, according to average daily attendance (ADA). Upon review of the natural intervals in the array of school districts by ADA, six groups were determined. In 1982-83, the 617 independent and dependent school districts in Oklahoma ranged in size from 44,260 to 91 ADA among the independent districts (K-12), and from 497 to 23 ADA among the dependent districts (K-8).

In choosing the final sample, the formula $n \geq \frac{N}{ND^2+1}$* was utilized to yield 213 school districts in the sampling process. Table 1 indicates, among other data, the breakdown of the six group classifications by enrollment (ADA), population and sample size, and the percent of the population, by strata, chosen in the final sample.

Once the number of school districts was chosen, each school district in each strata was assigned a number from one to the finite number represented in that strata. A table of random numbers was then employed to select the final sample of school districts as the units of sampling for the major data collection effort in the study.

Upon the identification of participating school districts, an attempt was made to utilize records from the Oklahoma Education Association and the Oklahoma State Department of Education to generate names and addresses of the teachers from those districts who terminated voluntarily at the end of the 1982-83 contract year.

* Where n = sample size; N = population size; and D is the desired proportion of the standard deviation anticipated to be within the population mean. In this study D = 0.1.

Both data bases proved to be partially inadequate for this purpose; thus, individual telephone calls to all 213 participating districts were made by project staff to verify the accuracy of the participants' names and addresses. Only two school districts, represented either by superintendents or chief personnel officers, refused to comply with the request for this verification. This process eventually yielded 953 valid names and addresses of appropriate study respondents.

TABLE 1

SUMMARY OF MAIL QUESTIONNAIRE RETURNS

Number of Group	ADA	Study Districts Population N	Study Districts Sample N	Study Participants N	First Mailing No.	First Mailing Percent	Follow-up No.	Follow-up Percent	Total Returned No.	Total Returned Percent	Unusable Returns No.	Unusable Returns Percent	Included in Final Analysis No.	Included in Final Analysis Percent
I	44,260-41,295	2	1	227	108	47.6	71	31.2	179	78.9	67	29.5	112	49.3
II	17,144-9,541	16	13	430	184	42.8	79	18.4	263	61.1	50	11.6	213	49.5
III	4,165-1,856	32	24	130	58	44.6	26	20.0	84	64.6	13	10.0	71	54.6
IV	1,729-983	59	37	67	34	50.7	11	16.4	45	67.2	11	16.4	34	50.7
V	943-91	348	77	87	33	37.9	22	25.3	55	63.2	10	11.5	45	51.7
VI	497-239	160	61	12	4	33.3	4	33.3	8	66.7	0	0.0	8	66.7
Totals		617	213	953	421	44.2	213	22.4	634	66.5	151	15.8	483	50.7

*Oklahoma Dependent School Districts (K-6)

The Structured Interview

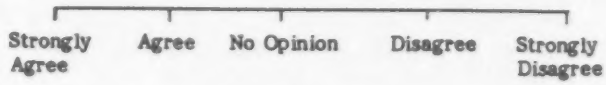
Study interview schedules were administered to selected Oklahoma deans of education and public school superintendents to gain their perspectives on methods being used to attract and retain teachers in the profession. The interview schedules (See Appendix B) were administered during the spring academic semester, 1984. Superintendents randomly selected from the study sample districts were interviewed by telephone, as were the College deans.

Administration of the OTMQ

The three-part study questionnaire OTMQ previously described and shown in Appendix A was mailed to the identified study sample: The 953 Oklahoma classroom teachers leaving at the end of the 1982-83 contract year, along with a cover letter which explained the reason for the research. Full instructions were given for filling out the questionnaire. Two weeks later, a follow-up coded questionnaire was sent to participants who did not respond. Finally, a week later, a follow-up reminder postcard was sent. The procedure resulted in a 51 percent return. (See Table 1)

Treatment of the Data

The following continuum was located at the top of each page of the attitudinal section of the mail questionnaire to remind participants that their choices could range from strongly agree (a) to strongly disagree (e) relative to each "intrinsic" reason cited as to why teachers leave teaching.



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The data were punched onto IBM computer cards, verified, and subjected to the Statistical Program for the Social Sciences (SPSS-X version) at the Oklahoma State University computer center. The data were then reported in frequency and percentage for respondents on the attitudinal section ("intrinsic reasons"), items for the summation of the extrinsic reasons, and for the Chi-square analysis.

A one-way Chi-square test of association for six (6) independent variables and the study participants' responses to the 14 intrinsic items in Part I was generated and analyzed. The six (6) independent variables included:

1. Size of district in which respondents were last employed;
2. Gender;
3. Total education experience;
4. Number of years teaching in last district;
5. Total educational training (last degree);
6. Undergraduate grade point average.

The interview responses were summarized for commonalities among respondents through the interpretation of the investigators and reported in summary form.

SUMMARY OF FINDINGS

The three most predominant intrinsic reasons for permanently leaving the profession as revealed by study respondents included:

(1) Salaries are too low; (Table 2)

(2) Public financial support of the total educational enterprise is inadequate; (Table 3)

(3) There exists a lack of public recognition for the teaching profession. (Table 4)

TABLE 2

LOW TEACHING SALARIES

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	235	48.7	51.6	51.6
Agree	153	31.7	33.6	85.3
No Opinion	18	3.7	4.0	89.2
Disagree	37	7.7	8.1	97.4
Strongly Disagree	12	2.5	2.6	100.0
Missing	28	5.8	—	
TOTAL	483	100.0	100.0	

TABLE 3

INADEQUATE EDUCATIONAL FINANCIAL SUPPORT

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	166	34.4	36.4	36.4
Agree	178	36.9	39.0	75.4
No Opinion	39	8.1	8.6	84.0
Disagree	56	11.6	12.3	96.3
Strongly Disagree	17	3.5	3.7	100.0
Missing	27	5.6	—	
TOTAL	483	100.0	100.0	

TABLE 4

LOW RECOGNITION/SUPPORT FOR TEACHING PROFESSION

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	124	25.7	28.0	28.0
Agree	188	38.9	42.4	70.4
No Opinion	42	8.7	9.5	79.9
Disagree	76	15.7	17.2	97.1
Strongly Disagree	13	2.7	2.9	100.0
Missing	40	8.3	—	
TOTAL	483	100.0	100.0	

Of the 14 intrinsic reasons for teachers leaving the profession, as provided in the OTMQ, the three items given by the study respondents as least prevalent among their motives for leaving included:

(1) The "challenge/reward" feeling is no longer present in the classroom setting;

(2) A feeling of isolation from professional peers exists;

(3) Teaching rapidly becomes boring and repetitive with little or no variety.

When asked to rank order the three (3) most important reasons teachers leave the classroom (OTMQ item 16), the respondents listed the reasons as follows:

(1) Salaries are too low;

(2) There is not enough time to teach;

(3) Students display a general lack of academic pride.

When asked what salary increase would be needed to retain classroom teachers (OTMQ item 17), 31% of the respondents indicated a range of $3,500 or less, 35% believed that $5,000 was necessary, and 34% preferred a range of $5,000 or more. Also, 45% of the study respondents supported a move by the state (Oklahoma) to increase funding to ensure salaries at the national average.

Under Part II of the survey instrument, extrinsic reasons related to why the study respondents left teaching included: (1) movement out of state, (2) employment in the noneducation sector, and (3) a return to "homemaking" full-time.

The least predominant extrinsic reasons that the study respondents gave for not returning to classroom teaching included: (1) entrance into military service, (2) moving to a position with a professional organization and/or state education agency, and (3) nonrenewal of contract and illness of family.

Table 5 indicates the major professional teaching certification levels in Oklahoma. The complete breakdown of certification classifications provided for respondents in this study is shown in the survey instrument (Appendix A). It should be noted that the Oklahoma State Department of Education has recently (1984) identified five (5) classroom teacher shortage areas. These include science, mathematics, special education, industrial arts, and foreign language.

Information supplied by the secondary certificated respondents in this study indicated that 51 of the 137 leavers (37.3%) had math and/or science certification. Additionally, it should be noted that of the elementary/secondary (K-12) certificate holder respondents, 69 (34.7%) had special education certification and 36 (18.1%) had math and/or science certification.

TABLE 5

DISTRIBUTION OF RESPONDENTS BY CERTIFICATION AREA

CATEGORY	RESPONDENTS	PERCENTAGE
Elementary	147	30
Secondary	137	28
Elementary/Secondary	199	41
TOTAL	483	99

Selected Characteristics

The relationships between selected independent variables and the study participants' responses on the intrinsic items of the OTMQ (Part I) were examined using the Chi-square non-parametric statistic. Table 6 presents the Chi-square statistic and significance levels for six (6) selected independent variables.

As shown, a significant relationship was obtained at the .05 level for 19 of the 84 tested combinations. Of particular note was the finding that 5 of the 6 independent demographic characteristics (variables) selected for analysis in this study yielded significant relationships ($p < .05$) when analyzed in relation to the intrinsic item #2, "administrative requirements are excessive . . .." Also, the Chi-square statistic for number of years of experience in the last district proved to be significant ($p < .05$) for 8 of the 14 OTMQ intrinsic items.

TABLE 6

CHI SQUARE AND SIGNIFICANCE VALUES FOR PART I OTMQ

ITEM	DISTRICT SIZE X^2	DISTRICT SIZE P	GENDER X^2	GENDER P	EDUCATIONAL EXP. X^2	EDUCATIONAL EXP. P	LAST DISTRICT EXP. X^2	LAST DISTRICT EXP. P	DEGREE X^2	DEGREE P	GPA X^2	GPA P
1. Teaching rapidly becomes boring...	18.48	0.5600	5.81	0.21	9.66	0.88	34.36	.004	21.54	.36	12.50	.89
2. Pupil achievement continues to decline...	24.44	0.2239	2.40	0.66	33.03	0.007	21.19	.17	25.98	.16	17.70	.60
3. Salaries are too low...	35.96	0.0155	5.47	0.24	24.03	0.08	29.27	.02	9.38	.87	15.32	.75
4. Administrative requirements are excessive...	31.85	0.0450	11.19	0.02	30.31	0.01	39.72	.01	53.17	.00	16.73	.67
5. The public's financial support is inadequate...	17.86	0.5965	6.43	0.16	21.03	0.17	19.82	.22	27.38	.12	28.56	.09

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TABLE 6

CHI SQUARE AND SIGNIFICANCE VALUES FOR PART I OTMQ
(Continued)

ITEM	DISTRICT SIZE		GENDER		EDUCATIONAL EXP.		LAST DISTRICT EXP.		DEGREE		GPA	
	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P
6. A feeling of isolation from my professional peers	16.66	0.8748	8.12	0.08	20.90	0.18	11.81	.75	25.99	.16	30.59	.06
7. The "challenge/ reward" feeling is no longer present...	14.58	0.7999	8.81	0.06	23.06	0.11	33.06	.007	32.08	.04	30.63	.06
8. Student's general lack of academic pride...	20.23	0.4437	8.39	0.07	25.00	0.06	31.46	.01	23.75	.25	17.89	.59
9. Unsatisfactory working conditions...	14.78	0.7891	1.94	0.74	14.15	0.58	26.81	.04	19.49	.48	28.78	.09
10. The reduction of material resources...	18.86	0.5309	8.22	0.08	37.75	0.003	29.00	0.05	20.00	.45	20.14	.44
11. Professional growth opportunities in classroom teaching are lacking...	20.04	.45	15.48	.003	35.29	.003	21.41	.16	24.07	.23	23.20	.27
12. There is not enough time to teach...	15.17	.76	2.86	.58	25.85	.05	29.33	.02	18.58	.54	21.10	.39
13. A lack of recognition/ support for the teaching profession from the public...	30.71	.05	7.75	.10	14.44	.56	10.11	.86	23.16	.28	18.92	.52
14. A lack of professional pride among my teaching peers...	22.87	.29	14.11	.007	23.25	.10	13.60	.62	34.56	.02	14.93	.77

Structured Interviews

Interviews with selected state deans and local superintendents yielded information which provided evidence of congruence with participant responses on the OTMQ regarding salaries, lack of recognition from the public, and a general lack of financial support of the total educational enterprise.

This group of state educational leaders also stressed the importance of a competitive base salary and benefits. In addition, both groups indicated a need to work to strengthen teacher image and esteem through administrative and public support for the total education enterprise.

The administrators expressed some frustration in not being financially able to develop both financial incentives and performance-based objectives to recognize excellence in education.

CONCLUSIONS

The conclusions reached in this study are based on its findings which are limited to Oklahoma classroom teachers who resigned permanently at the end of the 1982-83 school year. The extent to which these conclusions may be considered applicable to other school personnel groups in other settings is unknown and the reader is cautioned in this regard.

The study provides data which clearly indicate that classroom teachers who permanently leave teaching do so for a multiplicity of intrinsic reasons. The classroom teacher study participants concurred strongly in response to four (4) suggestions (intrinsic reasons) as to why they left teaching:

1. Salaries are too low;
2. The public's financial support of the total education enterprise is inadequate;
3. There is a lack of public recognition for the teaching profession;
4. There is not enough time to teach--too much time is spent on classroom discipline/interruptions.

Based on the findings, it may be concluded that study participants regard administrative regulations/requirements in the teaching environment to be excessive. This was found to be true on five (5) of the six (6) selected demographic variables chosen for analysis in the study. In addition, it may be concluded that the respondents' answers to eight (8) of the fourteen (14) intrinsic reasons for leaving teaching provided tended to be significantly different than expected when analyzed in relation to their number of years of teaching experience in the last school district of service.

There is a strong non-statistical relationship between the responses of the classroom teacher leavers and interview responses of selected stated educational leaders (teacher education deans and school superintendents) who participated in the study as to the problems of the in-place teaching force. However, neither group was able to recommend positive solutions to the problem of attracting and retaining able classroom teachers without the infusion of substantial amounts of money.

IMPLICATIONS AND RECOMMENDATIONS

Further study should be done by the profession investigating the perceptions of school personnel, both past and present, with respect to conditions of teachers. In addition, it is proposed that:

a) This study be replicated in other states with like groups in like settings which would allow comparisons along with the establishment of a longitudinal data base. Teacher attrition in Oklahoma was examined for teachers leaving at the end of the 1982-83 contract year. The numbers, and in particular, the certification areas affected, coupled with the financial investment made by the individual and the school districts warrant a longitudinal study and the establishment of a data base which would be updated periodically.

b) Analysis be conducted for other independent variables with this data to provide valuable insight about the nature of the professional and the profession. Only the six selected independent variables most often cited in the review of the literature were analyzed.

c) Structured interviews and follow-up questions be conducted with the study participants on a random sample basis. Limitations of time and money for this project prohibited this qualitative approach.

d) A like study with non-teaching professional personnel be conducted. Currently (February, 1985) there are nearly 100 Oklahoma superintendency vancancies. Further research should focus on job satisfaction among administrators employed in school districts in Oklahoma.

e) Replication of the study be carried out to determine the stability of the findings in light of changing educational and economic forces. Oklahoma teachers, at the end of the 1982-83 contract year, had experienced the first year without salary increases. Eighty-five percent of the teachers in the sample cited low salaries as a number one reason for leaving teaching. At the end of the 1982-83 contract year, Oklahoma ranked 37th in the nation in average teacher salaries. In 1984-85, Oklahoma ranks 47th and the economic picture continues to be bleak.

f) A serious assessment and in-depth study of the status of teaching be conducted. Seventy percent of the study respondents reported a concern for the lack of recognition by the public. Attracting and maintaining any stable work force is dependent upon the esteem and reward system which should be an integral part of management.

Anecdotal evidence suggests that a number of problems related to the teaching profession exist in Oklahoma. Based on the data base generated in this study, policy recommendations include the following:

a) Oklahomans must acknowledge the importance of quality educational programs, and accept the financial responsibility for it. The serious financial plight of Oklahoma's in-place teaching force is evidenced by the level of concern expressed by the 1982-83 leavers. Oklahomans are at the crossroads for commitment to public, vocational, and higher education. Legislative leaders have a choice: to lead Oklahoma forward or to permit the regression to continue.

b) Progress in the instructional program rests with the quality of the teaching force. A competitive base salary is critical to the perception students considering entering teacher education programs have of the profession. Beyond financial concerns, leavers, in-place teachers, superintendents, and deans and directors of teacher education express support for some "incentive program." Any incentive plan must incorporate the career ladder/master teacher program. Such a plan must include a means by which excellence can be recognized, motivation can be enhanced, and financial reward can provide the incentive for staying in teaching.

c) Before the 1990's, education and business must begin a campaign to forge partnerships to improve schools. For the business sector to understand and appreciate the plight of education and educators, the business community must be allowed to see the conditions of teachers and their work environment.

d) Meaningful staff development opportunities must be available. With certified area shortages, perceived excessive administrative requirements, current interest in student testing, and the continuing need for content and personal renewal, staff development programs must be designed to respond to needs and include both short- and long-range planning.

Legislators and educators are interested in assuring that the best qualified people are being trained to become teachers and that they remain in the profession. Given the importance of improving the quality of elementary/secondary education, the primary role played by teachers in the delivery of education services, and the strong role the state has in influencing the teaching profession in Oklahoma, it is appropriate to expect increased interest in the "educational drain" being experienced in this state.

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APPENDIX A

Oklahoma Teacher Mobility Questionnaire (OTMQ)

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

Purpose of the questionnaire:

On the following pages are items designed for former Oklahoma teachers who have recently resigned from classroom teaching or left Oklahoma to teach in a different state.

Your last employer (school district) was selected from a carefully drawn random sample. This explains why you are asked to participate in this important study. If we have received your name in error as a candidate for this survey, please so indicate and return the form.

The results of this survey, as well as other pertinent information, will be used to prepare a report to the Oklahoma Legislature and the Oklahoma State Department of Education regarding the major reasons classroom teachers voluntarily choose to leave the profession permanently.

We ask only that you take a few minutes to complete the questionnaire in its entirety and return it to us by May 11, 1984. To return, simply fold the entire booklet in half and staple the lower edges together. Please make sure the return label and stamp are on the outside.

Every professional effort available to us will be exercised to secure the anonymity of the responses.

Thank you in advance for participating. Hopefully, your input will help Oklahoma a little further along the track of improving the teaching profession and, in so doing, improving the quality of elementary and secondary education in the state.

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART I.

DIRECTIONS:

1. Read each item carefully.
2. DECIDE whether you (A) Strongly Agree, (B) Agree, (C) have No Opinion, (D) Disagree, or (E) Strongly Disagree with the item as it describes a statement as to why you chose to leave classroom teaching.
3. DRAW A CIRCLE around one of the five letters (A, B, C, D, or E) to show the answer you have selected.

   A = STRONGLY AGREE
   B = AGREE
   C = NO OPINION
   D = DISAGREE
   E = STRONGLY DISAGREE

4. MARK your answers as shown in the example below:

   Example: I strongly agree with the item as described . . . A B C D E

   Example: I disagree with the item as described . . . A B C D E

   Example: I have no opinion about the item as described . . . A B C D E

5. PLEASE ANSWER EACH QUESTION.

A = Strongly Agree D = Disagree
B = Agree C = No Opinion E = Strongly Disagree

I HAVE LEFT CLASSROOM TEACHING PERMANENTLY BECAUSE . . .

1. Teaching rapidly becomes boring, repetitive, with little or no variety . . .	A	B	C	D	E
2. Pupil achievement continues to decline . . .	A	B	C	D	E
3. Salaries are too low . . .	A	B	C	D	E
4. Administrative requirements (evaluation of performance, accountability, other regulations) are excessive . . .	A	B	C	D	E
5. The public's financial support for the total educational enterprise is inadequate . . .	A	B	C	D	E
6. Of a feeling of isolation from my professional peers . . .	A	B	C	D	E
7. The "challenge/reward" feeling is no longer present in the classroom setting . . .	A	B	C	D	E
8. Of students' general lack of academic pride (or the "I don't care..." attitude) . . .	A	B	C	D	E
9. Of unsatisfactory working conditions or schedule . . .	A	B	C	D	E
10. Of the reduction of material resources necessary for the classroom instructional process . . .	A	B	C	D	E
11. Professional growth opportunities in classroom teaching are lacking . . .	A	B	C	D	E
12. There is not enough time to teach; too much time is spent on classroom discipline/interruptions . . .	A	B	C	D	E
13. Of a lack of recognition/support for the teaching profession from the public . . .	A	B	C	D	E
14. Of a lack of professional pride among my teaching peers . . .	A	B	C	D	E
15. Other (please specify) _____ _____ _____	A	B	C	D	E

16. Of the above listed reasons (items 1-15) which, in your opinion, are the three (3) most prevalent reasons why teachers eventually leave the classroom . . .

    a. 1st _____
    b. 2nd _____
    c. 3rd _____

17. In Oklahoma, how much do you believe annual salary would have to be raised (initially) to retain classroom teachers?

    ____ a. $ 500 - $ 1,000
    ____ b. $ 1,001 - $ 2,000
    ____ c. $ 2,001 - $ 3,500
    ____ d. $ 3,501 - $ 5,000
    ____ e. $ 5,001 - $10,000
    ____ f. $10,001 or more

18. To what salary level do you believe Oklahoma schools should strive to achieve?

    ____ a. Regional (Oklahoma and surrounding states) average
    ____ b. National average
    ____ c. Highest in the region
    ____ d. Highest in the nation

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OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART II.

The following items are most often cited as "extrinsic" motivators or reasons teachers leave the public school (elementary/secondary) classroom teaching profession. Please check all that apply to you:

____ 1. Employed as classroom teacher or administrator in a private school.

____ 2. Got married.

____ 3. Spouse transferred.

____ 4. Moved out of state.

____ 5. Became employed in non-education sector:

- ____ a. Sales
- ____ b. Banking
- ____ c. Managerial
- ____ d. Professional
- ____ e. Secretarial
- ____ f. Other (please specify) _____

____ 6. Became self-employed:

- ____ a. Family business
- ____ b. Self
- ____ c. Other (please specify) _____

____ 7. Returned to graduate school:

- ____ a. In education
- ____ b. Outside education

____ 8. Maternity leave:

- ____ a. Plan to return to teaching
- ____ b. Do not plan to return

____ 9. Returned to homemaking, fulltime.

____ 10. Illness (self)

____ 11. Illness in family.

____ 12. Retired early.

____ 13. Position eliminated.

____ 14. Position was about to be eliminated.

____ 15. Contract not renewed for reasons different than #13 above.

____ 16. Resigned for reasons not listed (please specify) _____.

____ 17. Entered military service.

____ 18. Took non-classroom teaching position in education: (Place an "x" in the box that applies.)

	In-district	In-state different district	Out-of-state
a. Superintendent			
b. Building Principal			
c. Central Office Position			
d. Library Media Specialist			
e. Counselor			
f. Curriculum Coordinator			
g. Psychometric Specialist			
h. Other (please specify) _____			

____ 19. State Department of Education or Vocational-Technical Education position:

- ____ a. Administration
- ____ b. Curriculum supervision
- ____ c. Other (please specify) _____

____ 20. Professional Organization position (e.g., OEA, OASA, etc.)

____ 21. College teaching or administrative position.

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART III.

Please complete the following information about yourself.

A. Age (Check one)

- ____ a. 21-25
- ____ b. 26-30
- ____ c. 31-40
- ____ d. 41-54
- ____ e. 55-62
- ____ f. 62+

B. Sex

- ____ M
- ____ F

C. Experience (number of years)

1. In Education
   - ____ a. 0-3
   - ____ b. 4-9
   - ____ c. 10-19
   - ____ d. 20-29
   - ____ e. 30+
2. In Last District
   - ____ a. 0-3
   - ____ b. 4-9
   - ____ c. 10-19
   - ____ d. 20-29
   - ____ e. 30+

D. Formal Education (check one)

1. Degrees Earned (Latest)
   - ____ a. Bachelor's Degree
   - ____ b. Bachelor's + 16 hours
   - ____ c. Master's Degree
   - ____ d. Master's + 16 hours
   - ____ e. Specialist Degree
   - ____ f. Doctorate
2. Undergraduate Grade Point Average (check one)
   - ____ a. 2.50-2.75
   - ____ b. 2.76-3.00
   - ____ c. 3.01-3.25
   - ____ d. 3.26-3.50
   - ____ e. 3.51-3.75
   - ____ f. 3.76-4.00

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E. Classroom Teaching Certification Area (check all which apply)

____ Elementary
- ____ a. Regular
- ____ b. Remedial Reading
- ____ c. Special Education
- ____ d. Other (please specify)

_____

____ Secondary
- ____ a. Math
- ____ b. Science
- ____ c. Language Arts
- ____ d. Social Studies
- ____ e. Foreign Language
- ____ f. Vocational Subjects (e.g. Home Ec., Agric., Ind. Arts, etc.)
- ____ g. Music
- ____ h. Physical Education
- ____ i. Computer Science
- ____ j. Business
- ____ k. Other (please specify)

_____

F. Marital Status (check one)

____ Single ____ Divorced
____ Married ____ Widowed

G. Last teaching position

____ Full-Time ____ Part-Time

H. Salary Range per year (check one in each column)

Last Teaching/	Non-Teaching Current	
____	____	a. less than $12,060
____	____	b. $12,061-13,500
____	____	c. $13,501-15,000
____	____	d. $15,001-18,500
____	____	e. $18,501-22,000
____	____	f. $22,001-26,000
____	____	g. $26,001 or more

I. Engaged in outside business (or second job) at time of separation from classroom teaching.

____ yes ____ no

APPENDIX B

Interview Schedules

INTERVIEW QUESTIONNAIRE

Deans of Education

Question One: From the higher education perspective, what can be initiated in public schools to keep and attract teachers beyond what is presently done?

Question Two: What can be done in recruitment to advise education majors or prospective teachers about a district to improve the selection process in Oklahoma's school districts?

Question Three: Do you believe the bright, energetic teachers are the first to leave the profession?

Question Four: Is there a need for differentiated pay to attract certain subject area teachers?

Question Five: What has been done recently or has been planned at the undergraduate or graduate level to better recognize and meet the needs of education majors or experienced teachers at institutions of higher education?

Question Six: Do you see a relationship between keeping teachers in the profession and the nationwide focus on extended contracts?

Question Seven: What effect will changes in certification standards, requirements for entrance into teacher education, and required competency for education majors have on the professional model in Oklahoma?

Question Eight: What do you believe is the single most important reason teachers leave teaching?

Question Nine: As you assess the qualities and the qualifications of new teachers today, how do you see the new teachers entering Oklahoma's classrooms?

Question Ten: What has been the effect of H.B. 1706 on education in Oklahoma?

INTERVIEW QUESTIONNAIRE

Superintendents of Schools

Question One: If you want to keep a teacher, what above and beyond the "norm" can you or do you do?

Question Two: What do you do in recruitment to advise the prospective teacher about the district, including information about salary and fringe benefits?

Question Three: Do you believe that the bright energetic teachers are the first to leave the profession?

Question Four: Is there a need for differentiated pay to attract certain specialty teachers (science, math, language arts, foreign language, others -)?

Question Five: Are the needs of less experienced teachers different than the needs of the more experienced teachers?

Question Six: Do you see a relationship between keeping teachers and the nationwide focus on extended contracts (longer days, longer year, etc.)?

Question Seven: What do you believe will be the effect of the change in certification standards, stricter requirements for entrance into teacher education, and the increased GPA for education majors?

Question Eight: What do you believe is the single most important reason teachers leave teaching?

Question Nine: Are the qualifications of new teachers different from those of more experienced teachers when they were new?

Question Ten: What has been the experience thus far under 1706?